



# Tennessee Comprehensive Assessment Program Achievement Test ~ **Grades K–8**



## **Test Administration Manual**

**PEARSON**

**Spring 2009**

TN00001449

This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

**SAVE YOUR BOXES!**

The boxes in which you received your test materials should be saved to return the materials to the DOE.

TCAP Achievement Test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.

The TCAP Achievement Test must be administered in 6 consecutive days between March 30 and April 24, 2009. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking makeup tests or require special accommodations (same subject at the same time on the same day).

Assessment, Evaluation, and Research Division (615) 741-0720  
Tennessee Department of Education  
TPS Complex–Hardison Building  
1252 Foster Avenue  
Nashville, TN 37243  
Website: <http://www.state.tn.us/education/assessment>

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## Updates and Reminders for 08–09 Administration

### TCAP Online Applications Website

Website updates and improvements—<https://tdoe.randasolutions.com>

### Medical Exemption Request Form

An answer document bubbled absent should be completed with demographic information and scanned for the student. The Medical Exemption Request form and detailed doctor documentation should be returned in the Breach Envelope. Do not fax Medical Exception Request Forms for the Achievement Test. The detailed documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test. Enter Medical Exemption Requests on the TCAP Reports website on an online Report of Irregularity (RI) form, prior to the test administration or at the time you report RI's.

### Answer Document

- Answer documents have been pre-coded. Students should have answer documents with their names pre-printed on the document barcode label. For pre-ID documents the following fields do not need to be gridded: name, social security number, birth date, unique student ID, gender, and ethnic origin.
- Alternative identification numbers can be used when student Social Security Numbers have not been issued. Alternative identification numbers should be in the format as stated in the Student Membership and Attendance Accountability Procedures Manual.

9 + 3 digit system # + 00001 to 99999

<http://tennessee.gov/education/support/approval/attendancemanual>

### AYP Demographic Review Form

**Building Testing Coordinator** completes an AYP Demographic Review for each school and forwards it to the System Testing Coordinator. The System Testing Coordinator will keep the school-level AYP Demographic Review forms for his/her records.

**System Testing Coordinator** completes one (1) AYP form for the system and submits it in the Breach Envelope to the appropriate TDOE Program Manager.

### New Bubble: Functionally Delayed

Use the Functionally Delayed Bubble located in the ***Other Programs*** section of the answer document for any student identified as ***Functionally Delayed***. Functionally Delayed is not an IDEA recognized category. Do **NOT** use the box entitled "Special Education" to identify Functionally Delayed students. Fill in the circle in the box entitled "Special Accommodations" to indicate the special accommodations used with Functionally Delayed students. Functionally Delayed students are **NOT** counted as Special Education for AYP.

### New Bubble: Birth Date Year Field

A century bubble has been added to the Birth Date Year field.

### New Bubble: Home School

A Home School bubble has been added to the "Other Programs" section of the answer document.

### Unique Identification Number

The student's Unique Identification Number, which is obtained from the EIS System, must be printed in the boxes and the corresponding circles filled in below each number on the answer document. If the number is fewer than nine digits, please pre-fill the empty bubbles using leading zeros. (Non-public schools/facilities will not have EIS-generated numbers. Private entities should fill the EIS field with the same number used in the Social Security Number field.)



### **Transcribed Answer Documents**

All transcribed answer documents must travel with the test books from which student answers have been transcribed. If students have mistakenly bubbled answers with ink, simply bubble over the ink with a number two pencil. It is not necessary to transcribe answers in pen to another answer document.

### **GIS Change**

The teacher licensure number will now be required on the GIS. If the number has fewer than 9 digits, please pre-fill the empty bubbles using leading zeros.

### **ELL/LEP**

In the first calendar year (less than 365 days) an ESL student is enrolled in an American school, he/she may be exempted from participation in the Reading/Language Arts portion of the TCAP Achievement Test. A recently arrived ELL student must participate in the Mathematics, Science, and Social Studies portions of the TCAP Achievement Test.

### **ELL Excluded Bubble**

ELL students may have their Mathematics Achievement Test score excluded (must use the **ELL Excluded Bubble**) from AYP calculations if they:

- are identified on the Home Language Survey as having a home language other than English, and
- score limited English proficient on the Tennessee ESL Assessment, and
- are in their first year of enrollment in a U.S. school

### **ELL Bubble**

Use **ELL Bubble** for ELL students enrolled in school for subsequent years (after the first calendar year in an American school).

### **Transitional Bubbles (T1 and T2)**

Transitional ELL students are non-English language background students who were classified as ELL based on the Test of English Fluency and who have scored fluent English proficient or above on all the state mandated language proficiency assessment.

- Use the **T1 Bubble** for Transitional 1-the first year after scoring proficient.
- Use the **T2 Bubble** for Transitional 2-the second year after scoring proficient.

T1 and T2 students are not eligible for accommodations.

### **Tools and Resources Web Site**

The *Acknowledgment of Test Security Policy* and the *Achievement Test Quantity Verification* forms have been added to the Office of Assessment "Tools and Resources" page at <http://www.state.tn.us/education/assessment/tseoctoolresource.shtml> to assist testing coordinators with test security and materials management.

### **New Process for RI, Medical Exemption, and Breach Forms**

Report of Irregularity forms, Medical Exemption forms, and Breach of Test Security forms will no longer be included with your test materials. Medical Exemption and Breach forms can be printed (if needed) from the Office of Assessment "Tools and Resources" page at <http://www.state.tn.us/education/assessment/tseoctoolresource.shtml> OR on the TCAP Online Applications Website at <https://tdoe.randasolutions.com>. RIs must be completed online and copies should be printed for your records only. It is not necessary to send back hard copies of any Reports of Irregularity.

### **Third Grade Answer Documents**

All third grade students will use a separate answer document for the Spring 2009 TCAP Achievement Test. A document designed for helping students practice using a separate answer sheet is located at [http://www.state.tn.us/education/assessment/doc/Grade3\\_Ansdoc.pdfPractice](http://www.state.tn.us/education/assessment/doc/Grade3_Ansdoc.pdfPractice).

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## SECTION I: TEST SECURITY

### TEST SECURITY AND THE LAW

#### State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, ch. 535, 4.]

Standard copyright laws must be maintained at all times. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.

Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.

Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.

#### State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process
- Implement safeguards to ensure test content security
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels
- Conduct random visits during testing to ensure test security and consistency of administration
- Provide Breach of Testing Security Report forms to document local test security concerns
- Review submitted Breach of Testing Security Reports and follow up as needed
- Release student-specific test data only to authorized personnel

## State Test Security Guidelines

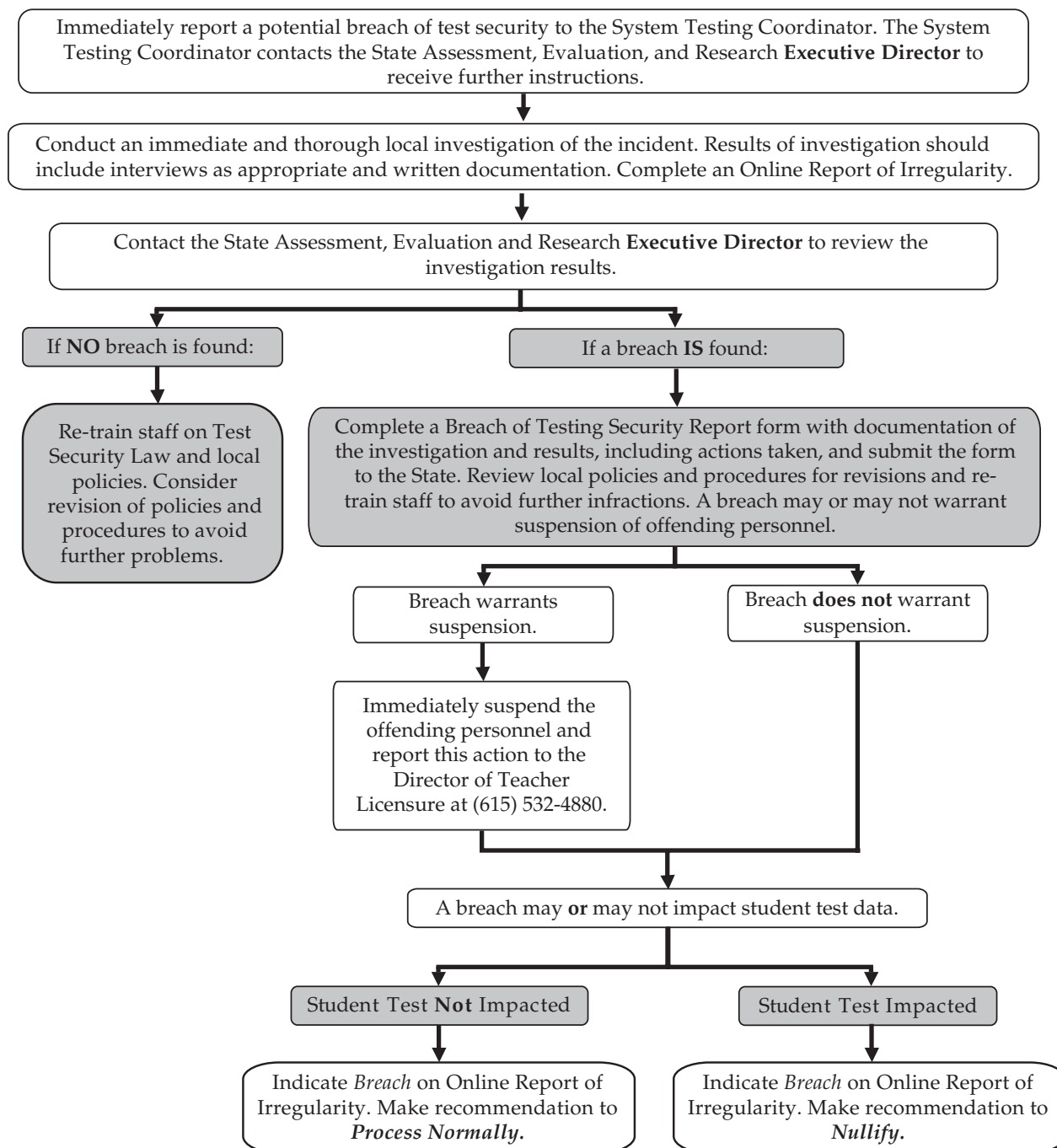
The Public School Systems, State Special, and Non-Public Schools MUST:

- 1) Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
- 2) Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
- 3) Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
- 4) Restrict handling of test materials to authorized personnel at all times.
- 5) Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing.
- 6) Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.
- 7) Create a secure, yet positive, environment for testing.
- 8) Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
- 9) Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting. Ensure proper calculator use as outlined in the Test Administration Manual, making sure that calculators are cleared before and after administration of each test.
- 10) Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
- 11) Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
- 12) Require Test Administrators and Proctors to remain with the students and be observant and nondisruptive throughout the testing session.
- 13) Prohibit coaching students in any way during State assessments.
- 14) Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations.
- 15) Ensure students respond to test without assistance from anyone.
- 16) Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
- 17) Maintain confidentiality of student-specific accountability demographic information and test results at all times.
- 18) Document test security concerns, including missing materials, on the Breach of Testing Security Report form.
- 19) Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.



## Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Executive Director at (615) 741-0720.



## Breach of Testing Security Report, Sample



Tennessee Department of Education  
 Assessment, Evaluation and Research  
 1252 Foster Avenue  
 Hardison Complex  
 Nashville, TN 37243

## Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System \_\_\_\_\_ School \_\_\_\_\_

Test Administrator \_\_\_\_\_ Grade \_\_\_\_\_ Test Date \_\_\_\_\_

Report pertaining to (check one):

☐ Achievement ☐ Gateway ☐ End of Course ☐ Writing

### Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter \_\_\_\_\_ Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Top copy to be sent to the State

Middle copy to be kept by System Testing Coordinator

Bottom copy to be kept by reporter

## SECTION II: TEST ADMINISTRATION

### System Testing Coordinator's Checklist

#### BEFORE TESTING

- ☐ 1. Maintain current communication between the State and local system.
  - A) submit contact information for System Testing Coordinator(s) online to Assessment, Evaluation, and Research Division
    - (1) office e-mail address
    - (2) office phone number
    - (3) emergency cell phone number
    - (4) fax number
    - (5) mailing address
    - (6) shipping address, if different from mailing address
  - B) check e-mail frequently for assessment information
  - C) distribute appropriate assessment information systemwide
  - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
  - A) ensure test material orders include all applicable schools, grades, courses, and students
    - (1) students enrolled in tested courses and grades
    - (2) special education students
    - (3) ELL students
    - (4) transfer students
    - (5) students needing modified format tests, i.e., Braille and Large Print
  - B) ensure accuracy of orders to prevent material shortages and late orders
  - C) complete orders according to State schedule, copy, and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks. The TCAP Achievement Test must be administered in 6 consecutive days between March 30 and April 24, 2009. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking makeup tests or require special accommodations (same subject at the same time on the same day).
- ☐ 6. Notify media and appropriate local officials, e.g., Fire Chief, Community Event Planners, of testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure that secure areas are designated at each school.

#### **SAVE YOUR BOXES!**

The boxes in which you received your test materials should be saved to return the materials to the DOE.

*Checklists may be copied—Do not remove from manual*

- ☐ 9. Receive shipment of test materials.
  - A) retain shipment boxes at the system/building for return shipment
  - B) retain pallet(s), if applicable
  - C) locate the packet containing return shipment instructions
    - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
    - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
    - (3) If return materials packet is not located, then notify the Assessment, Evaluation, and Research Division
  - D) retain return address labels for return of Central Office Box
  - E) establish a system process for packing materials for return with Building Testing Coordinators
- ☐ 10. Verify quantities of all test materials received and distributed and document on inventory online.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log and the online inventory.
- ☐ 12. Notify the State immediately if additional test materials are needed.
- ☐ 13. Verify each school's Shipping Order form to document test material inventories.
- ☐ 14. Distribute practice materials, if available, to Building Testing Coordinators.
- ☐ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
  - A) test materials—confirm for appropriate grade level
  - B) appropriate *Teacher Directions*
  - C) modified format tests, as needed
  - D) State assessment forms, per school procedures:
    - (1) School/Group List (SGL) (<https://tdoe.randasolutions.com>)
    - (2) Group Information Sheet (GIS)
    - (3) Report of Irregularity (RI) (<https://tdoe.randasolutions.com>)
    - (4) Inactive Test Material (ITM)
    - (5) Breach of Testing Security Report
    - (6) Adequate Yearly Progress Demographic Review
    - (7) Medical Exemption Request
- ☐ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 17. Contact Assessment, Evaluation, and Research Division with any questions.

#### DURING TESTING

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

#### AFTER TESTING

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
  - A) verify used and unused test materials are collected from each applicable school
  - B) verify all counts on Shipping Order form for each school, including additional materials from Central Office Box
  - C) verify that an accurate SGL is included for each school

Checklists may be copied—Do not remove from manual

- D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
- E) verify proper coding for all Absent and ELL Excluded students
- ☐ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.
- ☐ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets and make note on the Shipping Order Form.
- ☐ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. The answer documents of students who refuse to test should not be included with the following:
  - A) Inactive Test Material
    - (1) sign form
    - (2) make copy for system use
  - B) Report of Irregularity must be completed online
    - (1) do not write comments on answer documents
    - (2) review RI information online, make recommendations, approve, and submit
  - C) Breach of Testing Security Report
    - (1) review and initiate appropriate investigation
    - (2) attach available documentation, including action taken, to the Breach of Testing Security form
    - (3) retain copy for system use
    - (4) return top copy to Breach Envelope
    - (5) complete an online RI for each Breach of Testing Security Report
  - D) Adequate Yearly Progress Demographic Review
    - (1) review and sign form
    - (2) copy and retain a record for system use
    - (3) submit one AYP form for the system in Breach Envelope. **DO NOT SEND SCHOOL AYP FORMS TO THE STATE.**
  - E) Medical Exemption Request
    - (1) review and sign form
    - (2) copy and retain a record for system use
    - (3) enter the information from the Medical Exemption Request on the TCAP online RI form
    - (4) submit form and detailed doctor documentation in Breach Envelope
- ☐ 6. Ensure all used answer documents with GIS and SGL forms (including used K–2 test books and transcribed Braille/Large Print test books) are packed in the white answer document return boxes. Note: Verify online SGL on TCAP Reports Web site.
- ☐ 7. Ensure all remaining used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section V, Return Procedures).
- ☐ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
- ☐ 9. Ship all white answer document return boxes to the State within 3 business days after testing is completed. The State will process and return student reports in the order materials are received.
- ☐ 10. Ship remaining test materials to the State within 5 business days after testing is completed.

IMPORTANT: As you collect the test materials, make sure the correct Version Number is marked on the answer documents.



## Building Testing Coordinator's Checklist

### BEFORE TESTING

- ☐ 1. Assist System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally located storage area for test materials.
- ☐ 7. Count to confirm test materials received and document on the Shipping Order form (**retain boxes and return address labels for return shipment**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
  - A) create a check-in and check-out list
  - B) require Test Administrator signature before and after each test session
  - C) count test materials before and after each test session
- ☐ 9. Distribute *Test Administration Manuals* and grades 3–8 *Teacher Directions* to Test Administrators.
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Distribute practice materials, if available.
- ☐ 12. Monitor to verify the building and each test setting are appropriately prepared.
  - A) common areas are free of instructional and reference materials
  - B) instructional materials are concealed or removed from test settings
  - C) seating is arranged to ensure students work without assistance from others
- ☐ 13. Ensure all test settings have appropriate test materials.
- ☐ 14. Distribute restricted test materials immediately prior to each test session, adhering to security guidelines.
  - A) test materials—confirm for appropriate grade level
  - B) appropriate *Teacher Directions* and *Sat 10 (K–2) Directions for Administering* are not to be distributed prior to the day of testing.
  - C) modified format tests, as needed
  - D) State assessment forms, per school procedures:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Inactive Test Material (ITM)
    - (4) Breach of Testing Security Report
- ☐ 15. Obtain Test Administrator's signature on materials check-out list.

### DURING TESTING

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
  - A) ensure electronic communication devices are turned off
  - B) conduct spot checks of test settings
  - C) assist Test Administrators and Proctors with emergencies during testing
  - D) ensure Test Administrators and Proctors do not read test items or passages aloud, unless indicated in test instructions or accommodations
  - E) notify System Testing Coordinator of any suspected testing security concerns

Checklists may be copied—Do not remove from manual

- ☐ 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).
- ☐ 3. Ensure secure storage of test materials before, between, and after each test session.

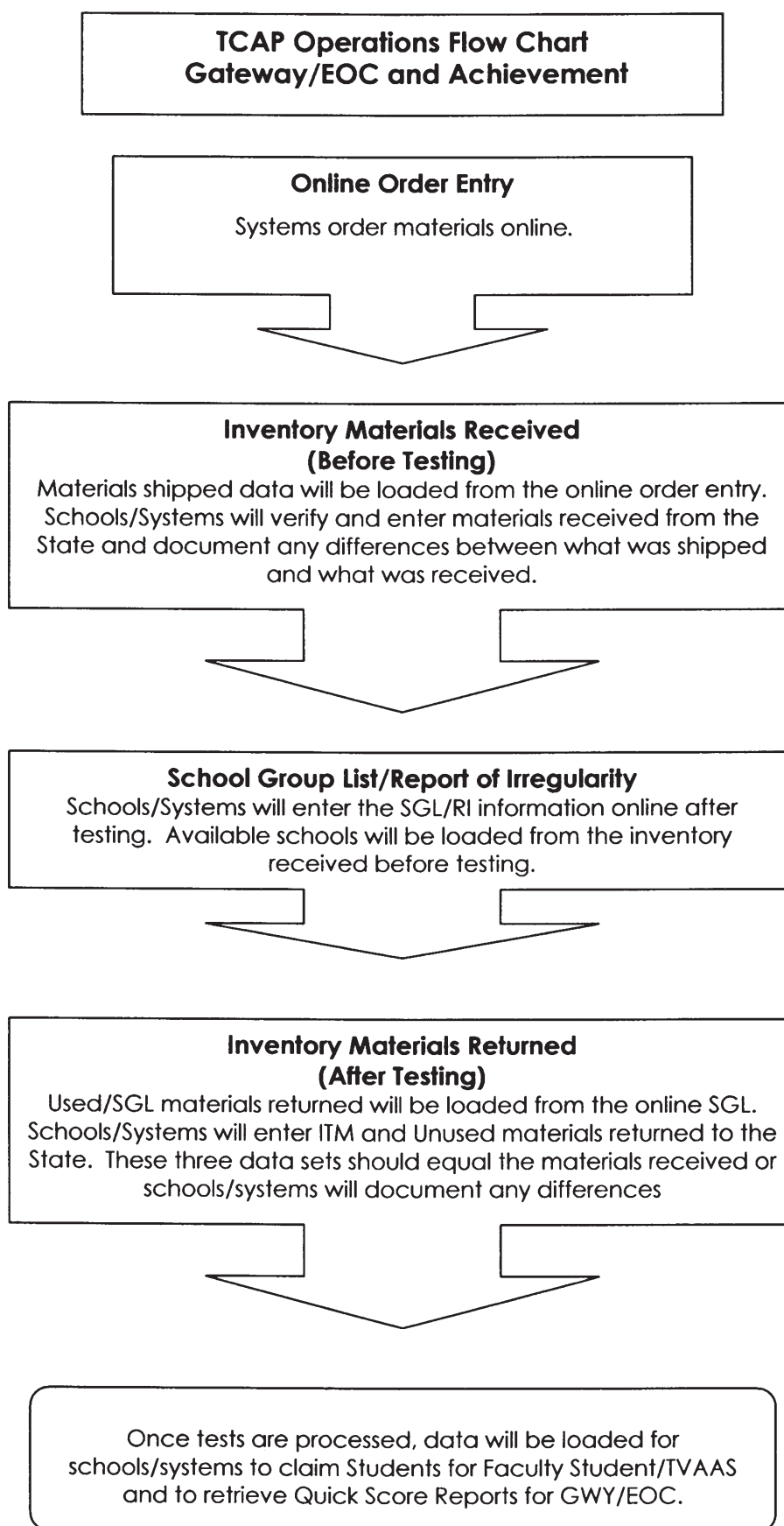
#### AFTER TESTING

- ☐ 1. Collect and count all test materials after each test session.
- ☐ 2. Ensure that all circles that students intended to mark are filled in completely, all stray pencil marks are erased, and all erasures are complete.
- ☐ 3. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ☐ 4. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach as needed.
- ☐ 5. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ☐ 6. Complete a Medical Exemption Request form for qualified students. Medical Exemption Requests will not be granted without detailed doctor documentation explaining why the student was unable to test. District homebound forms are not sufficient documentation for granting a Medical Exemption. The detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test.
- ☐ 7. Ensure that answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test (see Section VI, Make-Up Testing).
- ☐ 8. Insert used make-up materials into stacks per instructions (see Section VI, Make-Up Testing).
- ☐ 9. Ensure proper completion and placement of each GIS (see Section V, Group Information Sheet).
- ☐ 10. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.
- ☐ 11. Complete the **System** Adequate Yearly Progress Demographic Review (one form). Complete the label on the Breach Envelope. Place the completed AYP form, along with any Medical Exemption Requests or Breach of Testing Security Report forms as needed, in the Breach Envelope (see Section V, Return Procedures).
- ☐ 12. Sort, check, and count test materials at the conclusion of all testing, including make-up tests.
  - A) verify that answer documents have been removed from test booklets (does not apply to K–2 Achievement Tests)
  - B) do not write comments on answer documents
  - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side
- ☐ 13. Review answer documents and record totals on Shipping Order form. All used answer documents must be accompanied by a GIS or ITM form. Duplicates and those documents filled out in error must go under a completed ITM form with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
  - A) all used answer documents
    - (1) verify all student demographic information, including Code A or B data
    - (2) place answer documents under the appropriate GIS
  - B) used modified format tests (see Section III, Test Accommodations)
    - (1) ensure proper transcription of Braille and Large Print responses, if applicable
    - (2) place Braille and Large Print transcribed answer document under the appropriate GIS
    - (3) ensure proper handling of all audiotapes (Braille or Special Accommodations E)

*Checklists may be copied—Do not remove from manual*

- ☐ 14. Assemble with GIS on top by class and/or grade.
  - A) GIS
  - B) all regular and transcribed answer documents for teacher on GIS
  - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper right side under the appropriate GIS
  - D) paper-band GIS and related answer documents
  - E) when packing used Achievement K–2 booklets, place booklets in sets of ten, turning every other set of ten in the opposite direction to ensure they will pack flat
- ☐ 15. Review remaining State assessment forms and record on Shipping Order form.
  - A) review RI forms
    - (1) verify appropriate use and accurate completion
    - (2) enter RI information on TCAP Reports Web site
    - (3) do not return paper RI to state
    - (4) keep RI for school use
  - B) completed Breach of Testing Security Report, Adequate Yearly Progress Demographic Review, and Medical Exemption Request
    - (1) verify appropriate use, accurate completion, and sign
    - (2) make a copy and retain for school use
    - (3) place in Breach Envelope for return to System Testing Coordinator
  - C) paper-banded ITM
    - (1) ensure materials are those documented on the form
    - (2) verify use of form corresponds to allowed reasons only
    - (3) sign completed forms
    - (4) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
    - (5) ensure only paper has been used for bands (sentence strips work well)
- ☐ 16. Review other used and unused materials and record on Shipping Order form.
  - A) used test materials
    - (1) paper-band by grade according to report groups
    - (2) test booklets marked with student names and/or random markings
    - (3) inaccurately completed GISs
  - B) unused test materials
    - (1) test booklets
    - (2) unused answer documents
  - C) ancillary materials
    - (1) *Test Administration Manuals*
    - (2) *Teacher Directions*
    - (3) blank State assessment forms
  - D) materials with manufacturing defects (e.g., missing pages, illegible printing, miscollated pages, faulty binding). Paper-band and label such materials with “manufacturing defects” and include under a completed ITM form. Notify Assessment, Evaluation, and Research Division if numerous defects are found and if additional test materials are needed.
    - (1) test booklets
    - (2) *Test Administration Manuals*
    - (3) answer documents
- ☐ 17. Complete the School/Group List (SGL), enter SGL information on TCAP Reports Web site (<https://tdoe.randasolutions.com>).
- ☐ 18. Compile all used and unused test materials in the specified order and return them to the System Testing Coordinator (see Section V, Return Procedures). Include a list of all students coded absent.
- ☐ 19. Make a list of each box’s contents (i.e., grade/teacher information) to retain for school records.

Checklists may be copied—Do not remove from manual



# School Shipping Order Form, Sample

TEST: TCAP ACHIEVEMENT 2009

SHIPPING ORDER NO:  
0000

TEST DISTRIBUTION CENTER (791)

TOTAL CARTONS SHIPPED: \_\_\_\_\_ BY: \_\_\_\_\_

SYSTEM: 000 PUBLIC or STATE SYSTEMS  
SCHOOL: 000 SCHOOL

SHIPPED TO:  
PUBLIC or STATE SYSTEMS  
ADDRESS  
CITY, STATE ZIP

TOTAL CARTONS RETURNED: \_\_\_\_\_

RETURNS CHECKED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

DESCRIPTION		G	R	LEVEL	FORM	ORD.	QTY.	DATE:		FOR SCHOOL / DISTRICT ONLY				FOR WAREHOUSE USE ONLY					
								Q.C.	CK.	RECEIVING	RETURNS	USED	UNUSED	ITM	TOTAL	+	-	COMMENTS	
		D	K					AMT	SHIPPED	BY	AMT	BY	USED	UNUSED	ITM	TOTAL			
015-477-1961	SESAT 2 Test Book				10-C														
015-8770-51X	Directions for Administering				10-C														
015-477-197X	Primary 1			1	11-C														
015-877-0528	Directions for Administering			1	11-C														
015-477-1988	Primary 2			2	12-C														
015-877-0536	Directions for Administering			2	12-13														
TN00001506	Test Book, Grade 3			3	12-C														
TN00001633	TN ACH Math Rulers, (sheets of 4)			3	13-P														
TN00001449	Teacher Directions, ACH			3	12-13														
TN00001631	Answer Documents, Grade 3			3	P														
TN00001507	Test Book, Grade 4			4	14-P														
TN00001635	TN ACH Math Rulers, (sheets of 6)			4	14-18														
TN00001391	Answer Documents, Grade 4			4	P														
TN00001508	Test Book, Grade 5			5	15-P														
TN00001635	TN ACH Math Rulers (sheets of 6)			5	14-18														
TN00001392	Answer Documents, Grade 5			5	P														

\*\* ITM = Inactive Test Materials

If quantities of test materials received are insufficient, please contact your Testing Coordinator immediately.

SPECIAL TEST INFORMATION:

Please note that materials must be returned within one (1) week after test administration.

NOTES:



Test Name:	Inventory Summary After Testing
------------	------------------------------------

00610
-------

School No.	
School Name:	

Contact Person:	
Phone Number:	
E-Mail:	

2nd Grade	Date Received	Materials Received	SGL Used Materials Returned	Inactive Test Materials	Unused Materials Returned	Difference	Approve	Document Differences
Test Books	xx/xx/xxxx	79	76	0	3	0	[x]	

3rd Grade	Date Received	Materials Received	SGL Used Materials Returned	Inactive Test Materials	Unused Materials Returned	Difference	Approve	Document Differences
Test Books	xx/xx/xxxx	76	72	0	4	0	[x]	

4th Grade	Date Received	Materials Received	SGL Used Materials Returned	Inactive Test Materials	Unused Materials Returned	Difference	Approve	Document Differences
Test Books	xx/xx/xxxx	84	73	1	10	0	[x]	

Answer Documents	xx/xx/xxxx	84	73	1	10	0	[x]	
------------------	------------	----	----	---	----	---	-----	--

5th Grade	Date Received	Materials Received	SGL Used Materials Returned	Inactive Test Materials	Unused Materials Returned	Difference	Approve	Document Differences
Test Books	xx/xx/xxxx	66	68	0	0	2	[x]	received 2 test books from central office box

Answer Documents	xx/xx/xxxx	66	68	0	0	2	[x]	received 2 answer docs from central office box
------------------	------------	----	----	---	---	---	-----	--

**CENTRAL OFFICE  
DISTRIBUTION LOG**

**School # / Name:** \_\_\_\_\_ **Test:** ACHIEVEMENT

*Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.*

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## Test Administrator's Checklist

### BEFORE TESTING

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the *Test Administration Manual*.
- ☐ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (ELL) Accommodations, ELL Exclusion, and/or modified format tests (see Section III, Test Accommodations).
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for marking responses on this type of test.
- ☐ 10. Execute practice activities, if available.
  - A) distribute and administer practice activities to students
- ☐ 11. Prepare the test setting.
  - A) conceal or remove all instructional or reference materials (e.g., maps, posters, student samples, bulletin board items, graphic organizers, models)
  - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 12. Ensure appropriate testing materials are available for each test session.
  - A) No. 2 pencils with erasers
  - B) watch or clock
  - C) test documents—confirm appropriate grade level
  - D) answer documents—confirm appropriate grade level
  - E) materials required for student accommodations or modified format tests
  - F) *Test Administration Manual*
  - G) State assessment forms:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Inactive Test Material (ITM)
    - (4) Breach of Testing Security Report
  - H) *Teacher Directions*
  - I) blank scratch paper (for mathematics only)
  - J) appropriate calculators (for mathematics only as per system policy)
  - K) punch-out rulers
- ☐ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations.
- ☐ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

**DURING TESTING**

- ☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.).
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).
- ☐ 4. Confirm each student has appropriate materials for each test session.
  - A) No. 2 pencils
  - B) blank scratch paper (if permitted)
  - C) other allowable materials
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
  - A) ensure only authorized adults handle materials
  - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
  - C) verify test documents are appropriate grade level for students being assessed
  - D) review plan for distribution and collection of test materials with students
  - E) instruct students to sign any scratch paper
  - F) distribute test materials efficiently (**Ensure each student receives the same answer document and test booklet for each testing session.**)
- ☐ 6. Ensure students' names are written on the test booklets.
  - A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
  - B) confirm that the version marked on each student answer document corresponds to the correct version of the test booklet
- ☐ 7. Instruct students on appropriate methods for marking responses.
  - A) fill the circle completely with a solid, dark mark
  - B) make no stray marks
  - C) erase changes completely
  - D) discourage students from marking responses randomly
  - E) choose only one response per item as this will negatively affect the student's score
- ☐ 8. Complete student demographic information (see Section II, Student Accountability Demographic Information). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every test session. (**Ensure each student receives the same answer document and test booklet for each testing session.**)
- ☐ 9. Ensure students understand directions for taking the test.
  - A) encourage students to attempt all items
  - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
  - C) make sure students respond to the test without help from anyone
  - D) do not provide assistance that could indicate an answer
  - E) discourage writing in test booklets (this only applies to the K–2 Achievement Test)
- ☐ 10. Administer the test observing all time limits and start/stop commands.
- ☐ 11. Use the roster of students to denote absentees from test/subtest.
- ☐ 12. Remain with the students and be observant and non-disruptive throughout the test session.
- ☐ 13. Manage test disruptions to ensure the validity of test results.
  - A) test disruptions must be avoided
  - B) students who **must** temporarily leave during the test session **must not** have access to reference materials
  - C) enforce applicable time limits; document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
  - D) document incidents on RI, as appropriate

Checklists may be copied—Do not remove from manual
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**AFTER TESTING**

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all answer documents after every test session.
  - A) count to confirm all answer documents (including K–2 Achievement test booklets) are collected
  - B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS ABSENT.** Complete an RI, following instructions (see Section VI, Administration Anomalies and Forms).
  - C) ensure student demographics are filled out completely
  - D) erase the “Absent” bubble if a student makes up any part of a test
  - E) remove any tape, sticky notes, staples, paper clips, etc.
  - F) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
  - G) complete a separate ITM form for each incident type, sign, and paper-band with the affected document(s); include incorrectly completed answer document(s); do NOT erase, do not write “VOID,” and do not make any other comments on the answer document(s)
  - H) bind ITM materials together using only **paper** for bands; sentence strips work well
- ☐ 4. Collect all test materials after every test session.
  - A) examine test booklets to ensure no used answer documents have been left in error
  - B) count to confirm all materials have been collected
  - C) remove any tape, sticky notes, staples, paper clips, etc.
  - D) ensure all scratch paper has been signed and collected
  - E) examine scratch paper for any inappropriate information and complete an RI if needed
  - F) identify test booklets to be included under ITM (see Section VI, Inactive Test Material [ITM])
  - G) complete an ITM form only if there are materials to accompany the ITM form, sign, and paper-band with the affected material
  - H) bind ITM materials together using only **paper** for bands; sentence strips work well
  - I) when completing an ITM, if the choices given do not apply to the situation, describe the circumstances.
  - J) when wrong test box is checked on ITM, identify correct test to have been administered or stipulate that test need not have been taken
- ☐ 5. Transcribe any responses from Braille or Large Print test books to the Achievement answer documents in a secure setting per instructions (see Section III, Braille and Large Print Tests).
- ☐ 6. Compile a list of absent students noting test/subtest missed and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 7. Complete the GIS, according to instructions, per school procedures (see Section V, Group Information Sheet [GIS]).
- ☐ 8. Complete and sign all appropriate State assessment forms according to school procedures (see Section VI, Administration Anomalies and Forms).
 

**Note:** Do not write comments on answer documents.

  - A) Online RI as needed
  - B) Breach of Testing Security Report as needed
  - C) Medical Exemption Request as needed

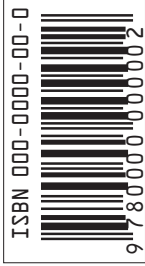


- ☐ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
- A) scratch paper
  - B) list of absentees (do not send the list back to the state)
  - C) completed GIS, per school instructions
  - D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side or K–2 test booklets closed with front cover up)
  - E) modified format tests and transcribed answer documents
  - F) completed Report of Irregularity and Breach of Testing Security forms, and Medical Exemption Request
  - G) paper-banded ITM form and related materials
  - H) other used and unused test materials
    - (1) used test booklets, including those marked with student names and/or stray marks
    - (2) unused answer documents and test booklets
  - I) ancillary materials
    - (1) *Test Administration Manuals*
    - (2) *Teacher Directions*
    - (3) blank and inaccurately completed State assessment forms
  - J) materials with manufacturing defects (notify the Building Testing Coordinator)

**Note:** EVERY USED ANSWER DOCUMENT SHOULD BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate GIS for processing. Paper-band those NOT to be scanned to a completed ITM; DO NOT ERASE STUDENT INFORMATION.

# Grades K-2, Form A Student Accountability Demographic Information, Sample

SESAT 2



1 STUDENT NAME		TEACHER		SCHOOL	
SCHOOL DISTRICT		GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)

2 LAST NAME		FIRST NAME		MI
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

3 DATE OF BIRTH	
Month	Year
Jan	19
Feb	20
Mar	
Apr	
May	
Jun	
Jul	
Aug	
Sep	
Oct	
Nov	
Dec	

4 GENDER
<input type="radio"/> Female
<input type="radio"/> Male

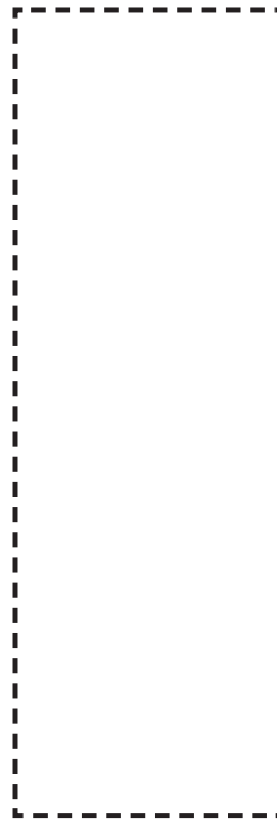
5 RACE/ETHNICITY
<input type="radio"/> AI/AN (American Indian or Alaskan Native)
<input type="radio"/> A (Asian)
<input type="radio"/> B/AA (Black or African American)
<input type="radio"/> HL (Hispanic or Latino)
<input type="radio"/> NH/PI (Native Hawaiian or other Pacific Islander)
<input type="radio"/> W (White)
<input type="radio"/> Other

6 GRADE
<input type="radio"/> K
<input type="radio"/> 1
<input type="radio"/> 2
<input type="radio"/> 3
<input type="radio"/> 4
<input type="radio"/> 5
<input type="radio"/> 6
<input type="radio"/> 7
<input type="radio"/> 8
<input type="radio"/> 9
<input type="radio"/> 10
<input type="radio"/> 11
<input type="radio"/> 12
<input type="radio"/> 13

8 OTHER INFORMATION											
A	B	C	D	E	F	G	H	I	J		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

7 STUDENT NUMBER											
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

FOR TEACHER USE ONLY											
9 SPECIAL SERVICES		10 SPECIAL CONDITIONS				11 ENGLISH PROFICIENCY STATUS		12 EC STATUS			
<input type="radio"/> A	<input type="radio"/> D	<input type="radio"/> 1	<input type="radio"/> 6	<input type="radio"/> 11	<input type="radio"/> 16	<input type="radio"/> E Proficient	<input type="radio"/> E Learner	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
<input type="radio"/> B	<input type="radio"/> E	<input type="radio"/> 2	<input type="radio"/> 7	<input type="radio"/> 12	<input type="radio"/> 17						
<input type="radio"/> C		<input type="radio"/> 3	<input type="radio"/> 8	<input type="radio"/> 13	<input type="radio"/> 18						
		<input type="radio"/> 4	<input type="radio"/> 9	<input type="radio"/> 14	<input type="radio"/> 19						
		<input type="radio"/> 5	<input type="radio"/> 10	<input type="radio"/> 15	<input type="radio"/> 20						



Place Pre-ID Label Here

K-2 Test Administration

## Student Accountability Demographic Information/Coding Instructions

### Coding Instructions for Grades K–2

All students taking the tests in grades K–2 must use a Form A test book.

**Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.**

Ensure student accountability demographic information is properly marked.

- ☐ use No. 2 pencil to make dark, solid marks that fill in the circle completely
- ☐ make no stray marks
- ☐ erase changes completely

Code student accountability demographic information on the test book for grades K–2.

Box 1 – Complete the student identification box by entering the information called for.

- STUDENT NAME: Print the student's full legal name, (LAST, FIRST and MIDDLE INITIAL)
- TEACHER, SCHOOL, SCHOOL DISTRICT: Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. **Note:** The complete teacher name (first name and last name) is required for reporting. The teacher's name must be written EXACTLY as it appears on the Group Information Sheet.
- GENDER: Print out gender, Female/Male
- GRADE: Print student's testing grade
- DATE OF BIRTH: Print out MM/DD/YYYY format
- TEST DATE: First day test is administered

Box 2 – LAST NAME, FIRST NAME, MI

Fill in the student identification grid. At the top of the name grid, print the student's name or as much of it as will fit. Put one letter in each of the small white boxes; then fill in the circle that corresponds to the letter you have printed at the top of the column. In each column where you have not printed a letter, fill in the empty circle at the top of the column.

Box 3 – DATE OF BIRTH

For date of birth, consult the student's permanent record. Then fill in the appropriate circle for the month. Write in and code the day as a two-digit number (e.g., 05). Code the circle for the first two digits of the year. Then write in and code the circles for the last two digits of the year.

Box 4 – GENDER

Fill in the appropriate circle for female or male.

Box 5 – RACE/ETHNICITY

Fill in the one circle that best represents the student's ethnic origin.

Box 6 – GRADE

Fill in the appropriate grade of the student.

Box 7 – Student Number

Starting with the first block on the left, fill in the Student Number box, fill in the circles corresponding to the student's 9-digit UIN ID. DO NOT USE THE STUDENT'S SSN for their Student Number. The 10th block and circle should remain blank.

Box 8 – OTHER INFORMATION – This space is optional.

**TEACHER USE ONLY**

Box 9 – SPECIAL SERVICES – If the student is in a special program, code the “Special Services” box by using the key below. Grid all special programs that the student participated in this year.

A – Title 1 – does not break out in the different levels. Fill in if student was in Title 1 targeted assistance or school wide project school.

B – Migrant – fill in if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of students with COE’s contact the local Title 1 Director.

C – Special Education IEP – fill in the circle if the student is receiving any Special Education Services.

D – 504 Service Plan – fill in the circle if the student qualified handicapped under Section 504 of the *Rehabilitation Act of 1973*.

E – Gifted – fill in the circle if student qualifies as gifted. Do not include in special education unless student is receiving some other special education services.

Box 10 – SPECIAL CONDITIONS – grid all special conditions that apply.

- 1) Autism
- 2) Visual Impairment
- 3) Deaf-Blindness
- 4) Developmental Delay
- 5) Hearing Impairments
- 6) Orthopedic Impairments
- 7) Multiple Disabilities
- 8) Mental Retardation
- 9) Emotional Disturbance
- 10) Speech and Language Disorders
- 11) Specific Learning Disabilities
- 12) Other Health Care Needs
- 13) Traumatic Brain Injury
- 14) Functionally Delayed
- 15) Special Education Hours: Less than 4 hours per week
- 16) Special Education Hours: 4–22 hours per week
- 17) Special Education Hours: 23 or more hours per week
- 18) Homebound
- 19) Accommodations/standard administration (See pages 22–23)
- 20) Accommodations/non-standard administration (See pages 22–23)

Box 11 – ENGLISH PROFICIENCY STATUS – code the “English Proficiency Status” box by using the key below:

E Proficient English Proficient Student

E Learner Student is an English Learner (e.g., ELL)

Box 12 – EC Status – Economic Status

- A) ELIGIBLE for free or reduced price lunch
- B) NOT eligible for free or reduced price lunch

## Accommodations on SAT10, Grades K–2 for Students with Disabilities

As shown in the following table, students using accommodations marked under “standard administration” can receive norm-referenced scores that are considered to be valid and can be aggregated with those of other students.

The listed accommodations for SAT10 compare to those used for grades 3–8. One difference in allowable accommodations, SAT10 does not allow for calculators to be used in mathematical subtest for grades K–2. For special education assessment questions, contact Lori Nixon at 615-741-0720.

For a complete document on Special Accommodations for Students with disabilities, refer to <http://www.state.tn.us/education/assessment/doc>

Accommodations	Standard Administration	Non-Standard Administration
<b>Time/Scheduling</b> <ul style="list-style-type: none"> <li>• Breaks between subtests</li> <li>• Time of day most beneficial to students</li> <li>• Frequent breaks within a subtest</li> </ul>	x x x	
<b>Setting/Administration</b> <ul style="list-style-type: none"> <li>• Test in a small group with Special Ed. teacher</li> <li>• Test individually with Special Ed. teacher</li> <li>• Test in regular classroom</li> <li>• Home/hospital setting</li> <li>• Environmental modifications: Special lighting, adaptive furniture, noise buffers, carrels, special seating</li> <li>• Sign language (ASL, cued speech) for directions</li> </ul>	x x x x x x	
<b>Presentation Format</b> <ul style="list-style-type: none"> <li>• Large Print (18 point text)</li> <li>• Repeating directions</li> <li>• Simplifying directions</li> <li>• Visual aids (magnifiers, templates)</li> <li>• Audio amplification equipment</li> <li>• Audio recordings/audio (except decoding and reading comprehension)</li> <li>• Abacus for visually impaired (VI) students</li> <li>• Braille</li> </ul>	x x x x x x x	x
<b>Response Format</b> <ul style="list-style-type: none"> <li>• Visual Aids (graph paper templates, rulers)</li> <li>• Special pencil, pen, pencil grip</li> <li>• Auditory aids</li> <li>• Braille</li> </ul>	x x x	x
<b>Other</b> <ul style="list-style-type: none"> <li>• Augmentive, assistive, or adaptive technology (contact local DOE)</li> </ul>		



## Accommodations on SAT10, Grades K–2 for Limited English Proficient (LEP) Students

The use of accommodations for LEP students is a decision that must be made on an individual basis. The accommodation should be used in the student's classroom assessment window or since the original LEP plan was written, whichever is earlier.

SAT10 uses the accommodations listed below:

<b>Timing/Scheduling</b>	Changes to when the assessment is given
<b>Setting/Administration</b>	Changes to where the assessment is given
<b>Presentation Format</b>	Changes to how the assessment is given
<b>Response Format</b>	Changes to how a student responds to the assessment
<b>Other</b>	Use of dictionaries/word lists/glossaries

The table below shows students using accommodations marked under "standard administration" can receive norm-reference scores that are considered to be valid and can be aggregated with those of other students.

For the complete document on SAT10 Accommodations LEP Students, refer to <http://www.state.tn.us/education/assessment/doc>

Accommodations	Standard Administration	Non-Standard Administration
<b>Time/Scheduling</b>		
• Breaks between subtests	x	
• Time of day most beneficial to students	x	
• Frequent breaks within a subtest	x	
<b>Setting/Administration</b>		
• Test in a small group	x	
• Test individually	x	
• Environmental modifications: Location with minimal distractions, preferential seating, noise buffers	x	
<b>Presentation Format</b>		
• Repeating directions	x	
• Simplifying directions	x	
• Items read aloud to student/audio (except decoding and reading comprehension)	x	
<b>Response Format</b>		
• Visual Aids (graph paper templates, rulers)	x	
• Oral response in native language interpreted by school		x
<b>Other</b>		
• Use of dictionaries (without definitions)	x	
• Use of word lists/glossaries	x	

**Grades K–2 (SAT 10), Form A**

The Stanford 10 assessment test for K–2 recommends adding an additional 10 minutes for each subtest for preparation. The tests should be administered according to the specific directions provided in the grade specific, *Directions for Administering*, except as required for accommodations. The order for administering subtests is up to the system testing coordinator. The time limits listed for each grade are recommended and not required, so students should be able to finish. Breaks are recommended between subtest and parts in a subtest.

<b>TCAP Achievement, Kindergarten SESAT 2 Form A</b>			
Content Area	Subtests	# of Items	Testing Time in Minutes
Reading and Language Arts	Sounds and Letters	40	25
	Words Reading	30	25
	Sentence Reading	30	30
	Listening to Words and Stories	40	30
Mathematics	Mathematics	40	30
Science	Environment	40	30

<b>TCAP Achievement, Grade 1, Primary 1 Form A</b>			
Content Area	Subtests	# of Items	Testing Time in Minutes
Reading and Language Arts	Word Study Skills	30	20
	Words Reading	30	25
	Sentence Reading	30	30
	Reading Comprehension	40	40
Language	Language	40	40
Spelling	Spelling	36	30
Listening Skills	Listening	40	30
Mathematics	Problem Solving	42	50
	Mathematics Procedures	30	30
Science	Environment	40	30

<b>TCAP Achievement, Grade 2, Primary 1 Form A</b>			
Content Area	Subtests	# of Items	Testing Time in Minutes
Reading and Language Arts	Word Study Skills	30	20
	Reading Vocabulary	30	20
	Reading Comprehension	40	40
Language	Language	48	45
Spelling	Spelling	36	30
Listening Skills	Listening	40	30
Mathematics	Problem Solving	44	50
	Mathematics Procedures	30	30
Science	Environment	40	30

# Grades 3–8, Form T Student Accountability Demographic Information, Sample

1 LAST NAME										2 SOCIAL SECURITY NUMBER										3 BIRTH DATE		4 UNIQUE STUDENT ID		5 TEST VERSION		6 SCHOOL NAME	
11 FIRST NAME										12 ETHNIC ORIGIN										13 MEMBERSHIP DATA		14 GRADE 9 OPTIONAL CODES		15 SYSTEM NAME		16 TEACHER NAME	
17 LAST NAME										18 FIRST NAME										19 BIRTH DATE		20 UNIQUE STUDENT ID		21 TEST VERSION		22 SCHOOL NAME	
23 LAST NAME										24 FIRST NAME										25 BIRTH DATE		26 UNIQUE STUDENT ID		27 TEST VERSION		28 SCHOOL NAME	
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41 LAST NAME										42 FIRST NAME										43 BIRTH DATE		44 UNIQUE STUDENT ID		45 TEST VERSION		46 SCHOOL NAME	
47 LAST NAME										48 FIRST NAME										49 BIRTH DATE		50 UNIQUE STUDENT ID		51 TEST VERSION		52 SCHOOL NAME	
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### Coding Instructions for Grades 3–8.

**Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.**

In order to assist in the delivery of test and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents.


All pre-coded answer document(s) will have a bar code in the pre-ID area on the bottom, left corner of the answer document. There will be enough information in the pre-ID area to give each student the appropriate answer document. You can only use a pre-ID answer document(s) for the student listed on the barcode.

**You must make sure that each student receives the correct pre-ID answer document! Failure to do so may result in students receiving incorrect scoring and reporting.**

If the answer document has a pre-ID barcode, do not bubble any of the pre-ID fields.

The pre-ID fields are:

- 1- Name
- 2- Social Security Number
- 3- Birth date
- 4- Unique student ID
- 6- Ethnic origin
- 7- Gender
- 8- Grade

LAST, FIRST X		
Student # *****6789	Grade: 05	
DOB: 01/01/1901	Gender: M	Ethnicity: C
System: MY DISTRICT NAME		
School: MY SCHOOL NAME		
12345-1234		
		
1234567899		

For answer documents with pre-ID barcodes, bubble the relevant data fields with dark headings only (Test Version, Membership Data, Code A B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations).

If a student does not have a pre-ID answer document, a blank answer document must be used and all relevant fields must be bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

- ☐ Ensure student demographic information is properly marked.
  - use a No. 2 pencil to make dark solid marks that fill the circle completely
  - make no stray marks
  - marking more than one circle in each column will invalidate the coding
  - erase changes completely

*Coding Instructions may be copied—Do not remove from manual*

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☐ Coding instructions for Grades 3–8. Fields denoted with “\*” are pre-ID fields.

1\* **Name:** (Do not bubble on pre-ID answer document.) Print the student’s full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2\* **Social Security Number:** (Do not bubble on pre-ID answer document.) The student’s Social Security Number must be printed in the boxes and the corresponding circles filled in below each number. Do not code with “999-99-9999.” Alternative identification numbers can be used when student Social Security Numbers have not been issued. Alternative identification numbers should be in the format as stated in the Student Membership and Attendance Accountability Procedures Manual.

9 + 3 digit system # + 00001 to 99999

<http://tennessee.gov/education/support/approval/attendancemanual>

3\* **Birth Date:** (Do not bubble on pre-ID answer document.) Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the Birth Date Year field.)

4\* **Unique Student ID:** (Do not bubble on pre-ID answer document.) The student’s Unique Identification number, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number is less than nine digits, please pre-fill the empty bubbles using leading zeros. (Non-public schools/facilities will not have EIS-generated numbers. Private entities should fill the EIS field with the same number used in the Social Security number field.)

5 **Test Version:** Fill in the corresponding circle for the version of the test booklet used by each student. Note: Incorrectly completing this circle may impact a student’s score. On the first day of testing, have students put their names on their test books.

6 **Teacher, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete teacher name (first and last name) is required for reporting. The teacher’s name must be written EXACTLY as it appears on the Group Information Sheet.

7\* **Ethnic Origin:** (Do not bubble on pre-ID answer document.) Fill in the one circle that best represents the student’s ethnic origin.

8\* **Grade:** (Do not bubble on pre-ID answer document.) Fill in the circle corresponding to the student’s grade level.

9 **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Division of Assessment, Evaluation, and Research.

10 **Membership Data:** Fill in the circle corresponding to the student’s enrollment. These data are gathered for AYP Accountability.

- 1 The student **HAS BEEN** continuously enrolled in this school at some point in the 1st reporting period.
- 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
- 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.

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- 4 The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.
- 11\* **Gender:** (Do not bubble on pre-ID answer document.) Fill in the appropriate circle.
- 12 **Code A/B (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school.
  - Code A: ELIGIBLE for free or reduced price lunch
  - Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

- 13 **Absentee Status:**
  - Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.
  - Absent should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.
  - Absent should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
  - If the student makes up **ANY** part of the test, erase the Absent bubble completely.
- 14 **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
  - 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan. (Do not bubble special education hours)
  - Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services.
  - Functionally delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally delayed is not an IDEA recognized category. Functionally delayed students are **NOT** counted as Special Education for AYP. (Do not bubble special education hours)
  - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
  - Home School: Fill in the corresponding circle if the student qualifies as a Home School student who is tested.
- 15 **State Use Only:** Do not write in this box unless instructed to do so by direct communication from the State.
  - Homebound coding for grades 3–8: Bubble B1

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**16 Title I (Only schools receiving Title I funds complete this information):**

- ☐ SWP—Schoolwide Programs: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
- ☐ TAS—Targeted Assistance Schools: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
- ☐ TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
- ☐ Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title I plan.

**17 ESL Services:** In the first calendar year (less than 365 days) an ESL student is enrolled in an American school, he/she may be exempted from participation in the Reading/Language Arts portion of the TCAP Achievement Test. A recently arrived ELL student must participate in the Mathematics, Science, and Social Studies portions of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student's testing status.

- ☐ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL. **Note:** Not all ELL students are ELL Excluded.
- ☐ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the Test of English Fluency and scored fluent English proficient or above on all subtests of the Test of English Fluency.
- ☐ Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.
- ☐ Transitional ELL students are exited from monitoring following the second successful year in which they score proficient or above on the state mandated language proficiency assessment.
- ☐ ELL Excluded: Fill in this circle only if the student qualifies for ELL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school.

ELL Accommodations: Fill out ELL Accommodations for students who qualify according to State Criteria. Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document. T1 and T2 students are not eligible for accommodations.

- ☐ Q extended time
- ☐ R bilingual dictionary
- ☐ S read aloud **in English** internal test instructions verbatim
- ☐ T read aloud **in English** internal test items verbatim

**18 Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. Do not code special education hours for Functionally Delayed students or students with a 504 service plan.

- ☐ Less than 4 hours per week
- ☐ 4–22 hours per week
- ☐ 23 or more hours per week

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- 19 **Modified Format Test:** Fill in the circle corresponding to the modified format used.  
**Note:** Incorrectly or inappropriately completing these circles may affect the student's score.

- ☐ Braille/Audio
- ☐ Large Print

- 20 **Special Accommodations for grades 3–8 (According to State Criteria):**

Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

- ☐ A Extended Time
- ☐ B Read Aloud Internal Test **Instructions**
- ☐ C Read Aloud Internal Test **Items**
- ☐ D Prompting Upon Request
- ☐ E Interpreter Signs/Cues Test
- ☐ F Student Reads Into Auditory Recorder: Plays Back Immediately to Self
- ☐ G Calculator/Mathematics Tables: Mathematics only (grades 3–8)
- ☐ H Manipulatives
- ☐ I Assistive Technology
- ☐ K Unique Accommodations

Important note: Scribe is an allowable accommodation (not special accommodation) for the TCAP Achievement Test.

## Test Directions Grades 3–8

Refer to *Teacher Directions* for specific instructions for administering the Achievement Test.

### Calculator Use

Students in grades 3–8 may use a calculator on the Mathematics portions of the Achievement Test per system policy. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Calculators should be cleared before and after the test administration. Applications must be disabled or removed from the calculator before the test administration.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- calculators with symbolic algebra capabilities (e.g., multiply or factor polynomials)
- cell phones, PSPs, and/or iPods

Some examples of prohibited calculators are:

- Casio models: CFX-9970G, Algebra FX 2.0
- Hewlett-Packard models: HP-40G, HP-49G
- Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE - the CAS version (The non-CAS version of TI-NSPIRE is allowable.)

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The use of units that have a Computer Algebra System (CAS) is NOT allowed. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Calculators **may** be used only on the Mathematics portions of the 3-8 TCAP Achievement Test as per system policy. Calculators **may not** be used on any part of the K–2 tests.

### Test Books

Test books and answer documents are color-coded for each grade. When distributing test materials to your students, **make sure the test books and answer documents are the same color**. Colors for each grade are as follows: Grade 3—green; Grade 4—rust; Grade 5—red; Grade 6—violet; Grade 7—aqua; Grade 8—dark blue.

## Test Time Limits

### Grades 3–8, Form T

For each content area, allow 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. Administer both parts of each content area test in a single day to reduce incomplete test results due to absences. The time limits are generous and allow most students time to finish. Scheduled breaks are indicated in the specific directions for each content area.

TCAP Achievement, Grade 3, Form T

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–39	68
	Part 2	40–77	64
Mathematics	Part 1	1–39	56
	Part 2	40–77	54
Science	Part 1	1–39	55
	Part 2	40–77	55
Social Studies	Part 1	1–39	55
	Part 2	40–77	55

TCAP Achievement, Grades 4–8, Form T

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–39	68
	Part 2	40–77	64
Mathematics	Part 1	1–39	50
	Part 2	40–77	48
Science	Part 1	1–39	50
	Part 2	40–77	50
Social Studies	Part 1	1–39	49
	Part 2	40–77	48

## SECTION III: TEST ACCOMMODATIONS FOR GRADES 3–8

### Braille/Audio

Braille tests with corresponding audiotapes are available for grades 3–8.

- ☐ 1. Students may mark responses directly in the test booklet.
- ☐ 2. Complete the student identification label on the front cover of the test booklet (student name, system name, school name, teacher name, OP Unit, Transferred by).
- ☐ 3. Special Accommodations may be used only if indicated on the student's IEP (see Section III, 2008–2009 Special Accommodations, for additional information).
- ☐ 4. See *Teacher's Notes to Braille Edition* for information concerning extended time limits.
- ☐ 5. Complete the student demographic information on the Achievement answer document. Ensure that the circles for Braille and any accommodations used (including extended time) have been bubbled. Ensure the test version bubble is left blank.
- ☐ 6. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding Achievement answer document.
- ☐ 7. Place the transcribed answer document under a Group Information Sheet (GIS) for the student's teacher.
- ☐ 8. The Braille test with the completed label and corresponding audiotape must be returned to the State in the white box along with the transcribed answer document.

### Large Print Tests

Large Print tests are available for grades 2–8.

- ☐ 1. Students in grades 2–8 may mark responses directly in the test booklet.
- ☐ 2. Complete student identification on the front cover of the test booklet (student name, system name, school name, teacher name, OP Unit, Transferred by).
- ☐ 3. Special Accommodations may be used only if indicated on the student's IEP (see Section III, 2008–2009 Special Accommodations, for additional information).
- ☐ 4. Complete the student demographic information on the Achievement answer document. Ensure that the circle for Large Print and any accommodations used (including extended time) have been filled in.
- ☐ 5. Carefully transcribe answers verbatim from the Large Print test booklet to the Achievement answer document.
- ☐ 6. Place the transcribed answer document under the appropriate Group Information Sheet for the student's teacher.
- ☐ 7. The Large Print test booklet with the completed label should be returned to the State in the white boxes with all other answer documents.

## 2008-2009 Allowable Accommodations Chart

Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
<b>Large Print or Braille</b> (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	EOC – Extended Time is allowed if student meets required conditions for Special Accommodation A Gateway – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
<b>Sign Oral Instructions Verbatim</b>	Allowed	Allowed	Allowed	Allowed
<b>Re-read/sign Oral Instructions Verbatim</b>	Allowed	Allowed	Allowed	Allowed
<b>Calculator /Mathematics Tables</b> (Multiplication, Division, Subtraction, Addition only)	Allowed See <i>Test Administration Manual</i> for Instructions.	Special Accommodation Only	Allowed for Math See <i>Test Administration Manual</i> for calculator restrictions.	Not Applicable – no calculations
<b>Flexible Setting</b>	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
<b>Visual/Tactile Aids</b>	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
<b>Auditory Aids</b>	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
<b>Multiple Testing Sessions</b> (within school day)	Allowed	Allowed	Allowed	Allowed
<b>Flexible Scheduling</b>	Allowed	Allowed Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.	Allowed Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
<b>Scribe/Recording Answers</b>	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
<b>Marking in Test Booklet</b>	Allowed	Allowed	Allowed	Not Applicable
<b>Student Reads Aloud to Self</b>	Allowed	Allowed	Allowed	Allowed

For questions regarding Special Education Assessments contact Lori Nixon (615) 741-0720

**3-8 Test  
Accommodations**



## 2008–2009 TCAP Allowable Accommodations (Grades 3–8)

(For use by *any* student—General Education, Special Education, and ELL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.**

Use of Allowable Accommodations should be based on individual student need. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodations with the student prior to testing. More information about Allowable Accommodations is available at [http://www.state.tn.us/education/assessment/doc/Allow\\_Accommodations.pdf](http://www.state.tn.us/education/assessment/doc/Allow_Accommodations.pdf).

TCAP Allowable Accommodations are specifically defined as follows.

- **LARGE PRINT OR BRAILLE TESTS:** Any Large Print or Braille test must be requested in advance. Audio versions of the test are sent along with the Braille Edition of the TCAP Achievement Test. “Readers” for illustrations and graphs are permitted with the Large Print or Braille versions of the TCAP assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.
- **SIGNING INSTRUCTIONS:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.
- **REPEATING INSTRUCTIONS:** Directions normally read aloud or signed to students may be reread/signed verbatim as needed.
- **CALCULATORS/MATHEMATICS TABLES:** Calculators and/or mathematics tables **may** be used only on the Mathematics portions of the 3-8 TCAP Achievement Test. If the school system does not permit this allowable accommodation, the IEP Team or 504 Review Committee should refer to the Special Accommodations section (page 37). Calculators **may not** be used on any part of the K–2 tests.
- **FLEXIBLE SETTING:** Students may take the Achievement Test in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

*Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.*

- **VISUAL/TACTILE AIDS:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers, and abacuses.
- **AUDITORY AIDS:** Auditory aids include amplification devices and devices that are used as noise buffers. This includes white noise machines.
- **MULTIPLE TESTING SESSIONS (WITHIN SCHOOL DAY):** TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest as specified in this manual. Use of this accommodation requires individual or small group setting. Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom, but may be appropriate for a few students within a class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

Achievement tests are timed, and administration must remain within the overall time allotted. The subtest must be completed within the school day.

- **Flexible Scheduling:** The student may be administered fewer Achievement subtests during a given day than the recommended system schedule. Extended breaks between subtests may be given to the student. Achievement subtests may be given at a different time of day from the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. The subtest must be completed within the school day.

As an allowable accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within a class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student’s answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student’s name, Unique Identification Number, grade, school, system, and teacher name are written on the front cover of the test booklet. The student’s answers must be transcribed to an Achievement answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS). The labeled, marked text booklet must be returned to the state in the white boxes along with all the other answer documents.
- **Marking in Test Booklet:** With the exception of the Achievement Tests in grades K–2, students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents. Stray marks in grades K–2 test booklets could result in inaccurate scoring.
- **Student Reads Aloud to Self:** The student may read aloud the test being administered to him/her in an individual setting.

2008-2009 Special Accommodations<sup>1</sup> Chart

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC / Gateway	TCAP Writing	Required Conditions for Accommodations Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
<b>A. Extended Time</b>	—Extended Time limits determined by IEP Team or 504 Review Committee	—NOT APPLICABLE – Untimed	—EOC – Extended Time limits determined by IEP Team or 504 Review Committee —Gateway – NOT APPLICABLE – Untimed	—Extended Time limits determined by IEP Team or 504 Review Committee	—IEP or 504 Plan
<b>B. Read Aloud Internal Test Instructions</b>	—IEPs and 504 Service Plans – May be used for <u>all</u> subtests	—May read aloud or use Audio only or Audio with test booklet	—504 Service Plan – See <i>Test Administration Manual</i> for allowable tests —IEPs Only – May be used for <u>all</u> subtests	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As indicated for all tests/subtests, including those measuring reading language arts
<b>C. Read Aloud Internal Test Items</b>	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—May read aloud or use Audio only or Audio with test booklet	—504 Service Plan – See <i>Test Administration Manual</i> for allowable tests —IEPs Only – May be used for <u>all</u> subtests	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As indicated for all tests/subtests, including those measuring reading language arts
<b>D. Prompting upon Request</b>	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—May be used on Mathematics and Language Arts portions by students with IEPs and 504 Service Plans	—504 Service Plan – See <i>Test Administration Manual</i> for allowable tests —IEPs Only – May be used for <u>all</u> EOC and Gateway Tests, including EOC English I and Gateway Language Arts	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As appropriately indicated for all tests/subtests, including those measuring reading language arts
<b>E. Interpreter Signs/Cues Test</b>	—IEPs Only – May be used for <u>ALL</u> subtests	—IEPs Only – May be used for <u>ALL</u> subtests	—IEPs Only – May be used for <u>all</u> tests	—IEPs Only – May be used for <u>ALL</u> subtests	—As indicated on IEP with verified Hearing Impairment/Deafness
<b>F. Student Reads into Audio Recorder: Plays Back Immediately to Self</b>	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—IEP or 504 Plan
<b>G. Calculator / Mathematics Tables (ONLY addition, subtraction, multiplication, and division)</b>	—Allowable Accommodation —Only for Mathematics Subtest	—See <i>Test Administration Manual</i> for Specified Items	—Allowable Accommodation —Applicable for Math test —See <i>Test Administration Manual</i> for directions and calculator restrictions	—NOT APPLICABLE – No calculations	—IEP or 504 Plan
<b>H. Manipulatives</b>	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—NOT APPLICABLE – No calculations	—IEP or 504 Service Plan goal in mathematics where Manipulatives are consistently used
<b>I. Assistive Technology</b>	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) —Technology used as accommodation is necessary for post-school success
<b>J. Scribe</b>	—Allowable Accommodation	—Allowable Accommodation	—Allowable Accommodation	—See <i>Test Administration Manual</i> for Directions —Extended Time determined by IEP Team or 504 Review Committee	—As indicated on IEP or 504 Service Plan where used consistently in educational program or —Due to short-term physical disability to write
<b>K. Unique Accommodations</b>	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program

Refer to *TCAP Allowable/Special Addenda and Instructions* for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.

2008-2009 TCAP Special Accommodations Chart – Rev. 9/08  
Department of Education

For questions regarding Special Education Assessments contact Lori Nixon (615) 741-0720

## 2008–2009 Special Accommodations for Grades 3–8

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to Assessment, Evaluation, and Research Division at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

**Special Accommodations** may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at <http://www.state.tn.us/education/speced/doc/93008allowaccomm.pdf>. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. **If the accommodation determined by the IEP Team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a *Unique Adaptive Accommodation Request form* may be submitted to the Department of Education for review. Unique Adaptive Accommodation Request forms can be found in the 2006–07 TCAP Accommodations Addenda located at <http://www.state.tn.us/education/speced/doc/930080809UAARE.pdf>. Testing Coordinators should direct requests to Ann Sanders in the Special Education Division at (615) 741-2851.**

Special Accommodations					
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	
<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I		<input type="radio"/> K

### A. Extended Time:

Students taking the Braille version of the Achievement Test may use the *Teacher's Notes to Braille Edition* as a guide for extended time limits.

Extended Time may be used as an accommodation on any timed test. **The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee.** This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. No test should be administered more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- A test or subtest for which Extended Time is used may not exceed one school day.
- Each test/subtest must be completed within one school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation A** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

**B. Read Aloud Internal Test Instructions:**

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan. **Reading Aloud–Internal Test Instructions** may be used on all subtests, as needed, by students with IEPs or 504 Service Plans.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator *may not explain the meaning of any words* read to the student.

Test Administrators must verify that the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

**C. Read Aloud Internal Test Items:**

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan.

**Students with 504 Service Plans:** The use of Reading Aloud–Internal Test Items for tests that **do not** measure reading/language arts is permitted for students who have documented need.

**Students with IEP documentation:** Reading Aloud–Internal Test Items may be used on all tests, including those measuring reading/language arts, as appropriate. Students using this accommodation are to be as independent as possible. The IEP Team must specify the extent to which the student is to receive the accommodation during the administration of a TCAP assessment (e.g., the entire test is read aloud or certain passages are read aloud).

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the student's testing window.
- The Test Administrator *may not explain the meaning of any words* read to the student.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

Test Administrators must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

**Note:** Regulations under NCLB do not extend use of "Reading Aloud Internal Test Items" to measure reading/language for students with 504 Service Plans.



#### D. Prompting upon Request:

Prompting upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator *may not explain the meaning of any words* read to the student.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation D** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

#### E. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to a word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. *Shortcut signs are not to be created during the actual administration of a TCAP test.*

Eligible students must receive this accommodation under the following conditions:

- Finger spelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc., in the same manner they are signed when used during classroom instruction and similar classroom assessments.
- The interpreter is not to sign information that would provide the student with the answer. For example, a question asks: Which digit is in the thousands place in the number 3,849? The interpreter would sign the number as "three-comma-eight-four-nine" instead of "three thousand eight hundred forty-nine."
- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation E** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the*

student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.

#### **F. Student Reads into Audio Recorder/Plays Back Immediately for Comprehension:**

Special Accommodation F may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Extended Time limits may be determined by the student's IEP Team or 504 Review Committee. Accommodation F may be useful in situations where Accommodation B or C is not permitted (e.g., Reading/Language Arts subtests of the Achievement Test).

Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank audiotape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested during the same testing session as other students.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.
- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
- The student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.
- The used audiotape must be returned according to the following procedures:
  1. Label the audiotape with the student's name, Social Security Number, grade, school, system, and teacher name.
  2. Upon completion of the test, audiotape should be returned to its protective casing and sealed.
  3. Place the sealed and labeled audiotape in an envelope for return. Under no circumstances may audiotapes be retained or copied.
  4. Via Priority Mail, send the envelope to:

Tennessee Department of Education  
Assessment, Evaluation, and Research Division  
TPS Complex–Hardison Building  
1252 Foster Avenue  
Nashville, TN 37243  
Attn: TCAP Achievement Program Manager

Note: If using U.S. mail, use 37243 as the ZIP code. If using UPS or FedEx, use 37210 as ZIP code.

Test Administrators must verify that the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

#### **G. Calculator/Mathematics Tables: Mathematics:**

Special Accommodation G may be used only on the Mathematics portions of the TCAP Achievement Test (grades 3–8) by students with IEP and 504 Service Plan documentation. Calculators **may not** be used on any part of the K–2 tests.



Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the calculator during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.

Test Administrators must verify that the circle for **Special Accommodation G** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

#### H. Manipulatives:

Special Accommodation H may be used on mathematics tests/subtests by students with IEPs or 504 Service Plans *where manipulatives are used consistently throughout the mathematics program*. Manipulatives include number lines, counters, shapes, textured material (e.g., sandpaper), representations of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the *same manipulatives* used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the manipulatives during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if additional manipulatives are needed.

Test Administrators must verify that the circle for **Special Accommodation H** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

#### I. Assistive Technology:

Special Accommodation I may be used by students with an IEP or 504 Service Plan goal where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to, computers, speech synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read Aloud” the Reading/Language Arts portions of the Achievement Test requires IEP documentation of Accommodation C (Read Aloud Internal Test Items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure that it is in working order.
- Use of prediction software, electronic spellers, spell check, and/or grammar check utilities is prohibited.

- All student responses must be transferred to an Achievement answer document.
- All documents, computer discs, and any records of student responses must be returned to the State.
- The Building Level Testing Coordinator must verify that test items and student responses are removed from computer hard drives.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

#### K. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request form*. All *Unique Adaptive Accommodations Request forms* should be received by the Special Education Division of the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodations Request forms* should be submitted to the Special Education Division of the Department of Education for review and approval.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum*, but a copy of the approved *Unique Adaptive Accommodations Request form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or the number of answer choices **will not be considered**.

Test Administrators must verify that the circle for **Special Accommodation K** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives special education services is darkened on the answer document.*

### **Testing Irregularities**

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure that all accommodations are applied appropriately.

An online *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.
2. A student does not qualify for a Special Accommodation but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.



# State of Tennessee

## Department of Education

### ELL Students and Tennessee Assessments

#### 2008-2009 English Language Learner (ELL) Accommodations

3-8 Test  
Accommodations

Accommodations	TCAP Achievement	TCAP End-of-Course (EOC) / TCAP Gateway	TCAP Writing Assessment	ELDA	Required Conditions for Accommodations
<b>Q</b> <b>Extended Time<sup>1</sup></b>	Time and a half per subtest	<b>EOC</b> – Time and a half per test <b>Gateway</b> – NOT APPLICABLE – Untimed	Time and a half	No Accommodations allowed	ELL
<b>R</b> <b>Bilingual Dictionary</b>	<b>Not allowed</b> for Reading/ Language Arts	Not Allowed for <b>EOC</b> English I and <b>Gateway</b> Language Arts	NOT ALLOWED	No Accommodations allowed	ELL
<b>S</b> <b>Read Aloud in English Internal Test Instructions</b>	All subtests	All tests	All tests	No Accommodations allowed	ELL
<b>T</b> <b>Read Aloud in English Internal Test Items</b>	<b>Not allowed</b> for Reading/ Language Arts	Not Allowed for <b>EOC</b> English I and <b>Gateway</b> Language Arts	All tests	No Accommodations allowed	ELL

\*All ELL students are eligible for **Allowable Accommodations**, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

\*Transitional ELL students who have tested proficient on the state mandated language proficiency assessment and are in the two required years for monitoring are not entitled to ELL accommodations and should be coded only as T1/T2 on the TCAP answer document.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the TN ESL Assessment Program Manager, Steven Nixon, at (615) 253-4515.

<sup>1</sup> If the student uses both ELL and Special Accommodations, Extended Time is determined by the IEP Team or 504 Review Committee.

## English Language Learner (ELL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

“The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

ELL status must be determined by the State of Tennessee ESL Assessment. A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

More information about ELL Accommodations is available at [http://www.state.tn.us/education/assessment/doc/ELL\\_Accom.pdf](http://www.state.tn.us/education/assessment/doc/ELL_Accom.pdf). Questions regarding ELL Accommodations should be referred to Steven Nixon (615) 253-4515.

### **ELL First Year Excluded**

In the first calendar year (less than 365 days) an ESL student is enrolled in an American school, he/she may be exempted from participation in the Reading/Language Arts portion of the TCAP Achievement Test. A recently arrived ELL student **must** participate in the Mathematics, Science, and Social Studies portions of the TCAP Achievement Test. ELL students may have their Mathematics Achievement Test score excluded (must use the **ELL Excluded** Bubble) from AYP calculations if they:

- are identified on the Home Language Survey as having a home language other than English, and
- score limited English proficient on the Tennessee ESL Assessment, and
- are in their **first year of enrollment in a U.S. school**.

At the end of the first year of enrollment, all ELL students are expected to take all state mandated assessments and are included in calculations for NCLB.

### **ELL Students Classified as T1/T2 ELL**

Transitional Limited English Proficient (LEP) Students are non-English language background students who were classified as ELL based on the Tennessee ESL Assessment, and have scored fluent English proficient or above on all subtests on the Tennessee ESL Assessment. Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.

T1/T2 ELL students are required to take all portions of the Achievement Test. T1/T2 students are not eligible to receive ELL accommodations.

## ELL ACCOMMODATIONS

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the TCAP Achievement Test. The example of ELL Accommodations bubbles (see right) may not apply for all parts of the Achievement Test (see 2008–2009 English Language Learner (ELL) Accommodations table).

ELL Accommodations			
Q	R	S	T
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q. Extended Time

The Test Administrator must verify that the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation Q box.*

Eligible students using Accommodation Q should be given one and one-half ( $1\frac{1}{2}$ ) times the standard time limits:

#### ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 3, Form T

Content Area	Parts	# of Items	Extended Time Limits in Minutes
Reading/Language Arts	Part 1	1–39	102
	Part 2	40–77	96
Mathematics	Part 1	1–39	84
	Part 2	40–77	81
Science	Part 1	1–39	83
	Part 2	40–77	83
Social Studies	Part 1	1–39	83
	Part 2	40–77	83

#### ELL Accommodation Q Extended Time Limits TCAP Achievement, Grades 4–8, Form T

Content Area	Parts	# of Items	Extended Time Limits in Minutes
Reading/Language Arts	Part 1	1–39	102
	Part 2	40–77	96
Mathematics	Part 1	1–39	75
	Part 2	40–77	72
Science	Part 1	1–39	75
	Part 2	40–77	75
Social Studies	Part 1	1–39	74
	Part 2	40–77	72

## R. Bilingual Dictionary

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. ELL Accommodation R **may not** be used for Reading/Language Arts subtests.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation R box.*

## S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation S box.*

## T. Read Aloud Internal Test Items in English

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. ELL Accommodation T **may not** be used for Reading/Language Arts subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same versions of the achievement test.
- Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation T box.*



## SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

### Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

#### Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

T.C.A.49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to Home School students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the Home School student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the Home School student is tested in grade five (5). Both parent-teacher and Home School student shall be under the supervision of the test administrator;

#### Church Related

Church related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through 8 (K-8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the same time that the church-related school tests its regular day school students.

T.C.A.49-6-3050(a)(2)(C)(ii)

Any parent conducting a Home School for children in grades nine through twelve (9-12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

#### Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

The TCAP Achievement Test cannot be administered to Home School students in grades other than 5 and 7.

Parents of Home School students must provide transportation to and from the test site.

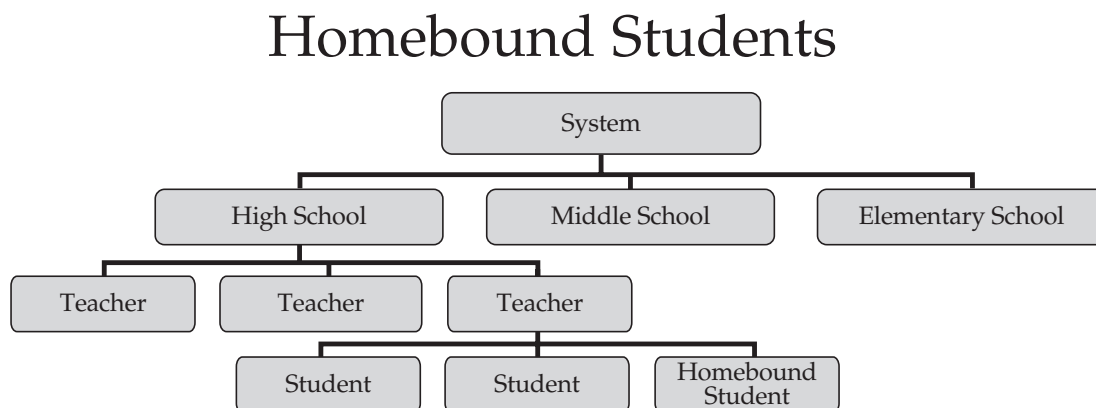
## Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School. Complete remainder of answer document using instructions in Section II, Test Administration.
2. Complete a **separate Group Information Sheet (GIS)** for each student tested. Pre-coded home school GIS sheets will be included with your system materials. If additional headers are needed, please use the pre-coded document as a guide. Coding instructions:
  - (a) Write **HOME SCHOOL** in the box for **SYSTEM NAME**.
  - (b) In the **SYSTEM #** Box, code 00981 for the Home School System Number.
  - (c) In the **SCHOOL #** Box, code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County) for the **SCHOOL NUMBER**.
  - (d) In the **SCHOOL NAME** Box, code **YOUR SYSTEM NAME** for School Name.
  - (e) In the **TEACHER LAST NAME** Box, code HOME.
  - (f) In the **TEACHER FIRST NAME** Box, code the Student's Last Name.
  - (g) In the **GRADE** Box, code the grade level at which the student is being assessed.
  - (h) Fill in 001 for **NUMBER STUDENTS TESTING**. Fill in 000 for **NUMBER STUDENTS ABSENT**. Fill in 001 for **NUMBER ANSWER DOCUMENTS RETURNED**.
3. Enter online all Home School students on a single School/Group List (SGL). Make sure the **TEACHER LAST NAME** and **FIRST NAME** are exactly the same on the SGL and the GIS.
4. Paper-band **ALL** Home School GIS and answer documents by grade and return to System Testing Coordinator.
5. The System Testing Coordinator should place paper-banded Home School GIS and answer documents in a separate envelope labeled "Home School." The Home School envelope (not provided) should be placed in the white boxes with other answer documents.

## Testing Homebound Students

Testing of homebound students should be addressed in each student's education plan. Allowable accommodations may be used. Special Accommodations may be used if student meets required conditions. Special attention should be given to test security. Students must be tested during the system designated testing dates.

The homebound student should be coded at his/her school of record/enrollment. The completed answer document should be placed under a Group Information Sheet for his/her teacher of record/enrollment.



## SECTION V: POST-TEST PROCEDURES

### Group Information Sheet (GIS)

#### Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. Incorrect, incomplete, or illegible information will result in inaccurate reports and may delay test processing. **GISs precoded with school specific data must not be interchanged between schools or systems.**

- ☐ Ensure GIS information is properly marked.
  - use No. 2 pencil to make dark solid marks that fill the circle completely
  - make no stray marks
  - marking more than one circle in each column will invalidate the coding
  - erase changes completely
  - do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the GIS.
  - note that some information may have been preprinted
  - all answer documents to be scanned must be placed under a GIS
  - answer documents to be destroyed should not be placed under a GIS
  - grade levels should not be combined under a GIS
  - if completing a blank GIS, use a pre-coded GIS to ensure information is identical for processing
- ☐ Complete GIS information.
  - 1 SYSTEM NAME: May have been precoded. If not, print the system name in the box. **MUST MATCH ANSWER DOCUMENTS EXACTLY** (for private schools, the System Name and School Name are the same).
  - 2 SYSTEM #: May have been precoded. If not, print the system # in the boxes and fill in the corresponding circle below each number. Precede system number with zero(s), if needed, to complete the 5-digit number.
  - 3 SCHOOL #: May have been precoded. If not, print the school # in the boxes and fill in the corresponding circle below each number. Precede school number with zero(s), if needed, to complete the 4-digit number.
  - 4 SCHOOL NAME: May have been precoded. If not, print the school name in the boxes and fill in the corresponding circle below each letter.
  - 5 TEACHER LAST NAME: Print the teacher/test administrator last name in the boxes. **MUST MATCH ANSWER DOCUMENTS EXACTLY**. Fill in the corresponding circle below each letter.
  - 6 TEACHER FIRST NAME: Print the teacher/test administrator first name in the boxes. **MUST MATCH ANSWER DOCUMENTS EXACTLY**. Fill in the corresponding circle below each letter.
  - 7 TEACHER LICENSURE NUMBER: Print the teacher licensure # in the boxes and fill in the corresponding circle below each number.
  - 8 GRADE: Fill the appropriate circle for the grade of the students being tested.
  - 9 NUMBER STUDENTS TESTING: Print in the boxes the number of students testing whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).
  - 10 NUMBER STUDENTS ABSENT: Print in the boxes the number of students absent whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).

- 11 NUMBER ANSWER DOCUMENTS RETURNED: Print in the boxes the total number of answer documents grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s). **The number of answer documents returned must equal the sum of the number of students testing and the number of students absent (e.g., Box 8 + Box 9 = Box 10).**

## Group Information Sheet, Sample

1	SYSTEM NAME	2	SYSTEM #	3	SCHOOL #	4	SCHOOL NAME
	<b>PRECODED</b>						
	<b>MARKING INSTRUCTIONS</b>						
	<ul style="list-style-type: none"> <li>Use a No. 2 pencil only.</li> <li>Make solid marks that fill the response circle completely.</li> <li>Make no stray marks on this form.</li> </ul> <p>CORRECT: ●    INCORRECT: ○<del>/</del><del>\</del><del>o</del></p>						

# Tennessee Achievement Group Information Sheet

## TEACHER INFORMATION

[illegible]

**Teacher's Licensure  
Number MUST be  
filled in accurately!**

## Post-Test Procedures

Mark Reflex® by NCS Pearson IM-182073-001:654321

Printed in U.S.A.

ISD 7826

## School/Group List (SGL)

### Completion Instructions

The SGL document is provided to assist system personnel in obtaining and organizing teacher count information. **Building/System personnel MUST enter SGL information on the TCAP Reports Web site** (<https://www.eval.k-12.state.tn.us>) **prior to returning test materials.** The State **will not** process test materials without completed **online SGLs.** Print SGL forms and include with return materials in the 1st white box for the school for use at the warehouse.


The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in inaccurate reports and inaccurate AYP data and will delay test processing.**

- ☐ Keep the following points in mind when preparing the SGL.
  - note that some information may have been preprinted
  - if a teacher/administrator/group has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
  - list all GIS forms together in grade order
  - SGL forms may be photocopied, if needed
- ☐ Complete the SGL information.
  - 1 SYSTEM and SCHOOL NAME: Your System and School will be automatically filled in.
  - 2 TEST NAME: Click on the SELECT A TEST scroll-down box and click on the appropriate test (TCAP Achievement). Click on ADD NEW to begin your SGL.
  - 3 CONTACT PERSON: Enter the Building Testing Coordinator's name, telephone number, including area code, and email address. After entering this information, click SAVE.
  - 4 TEACHER LAST and FIRST NAME: List the last name and first name of each teacher by the name shown on the GIS. **The name should be spelled and typed exactly as it is on the GIS.**  
**Note:** If a teacher has multiple GIS forms, list each separately on the SGL. Do not write numbers or letters next to the teacher name.
  - 5 TEACHER LICENSURE NUMBER: Print teacher licensure number.
  - 6 GRADE: Indicate the grade at which the students were assessed for each group. **If the teacher has two grades in the same group (combination classrooms), fill out a line for each grade.**
  - 7 NUMBER STUDENTS TESTING: For each group, enter the number of students testing (this includes any student who refuses to test or leaves the testing area). This number should match the NUMBER STUDENTS TESTING on the corresponding GIS.
  - 8 NUMBER STUDENTS ABSENT: For each group, enter the number of students absent. This number should match the NUMBER STUDENTS ABSENT on the corresponding GIS. Once all information for the teacher has been added, click on the ADD button. A new row will appear to enter the next teacher's information. Use the notepad to supply special information to your System Testing Coordinator or to the State for processing.
  - 9 NUMBER ANSWER DOCUMENTS RETURNED: A total should appear for each teacher entry. **This number must equal the sum of the number of students testing and the number of students absent.** This number should match the NUMBER ANSWER DOCUMENTS RETURNED on the corresponding GIS.
  - 10 Click UPDATE to save the information you have entered. Once you have entered all of the teachers for your school and made all necessary comments on the notepads, click COMPLETE. You will receive a confirmation. Click YES.
  - 11 Once you have confirmed that all information on the SGL is correct and printed SGL forms to include with the return materials, click in the box ALL SGLs COMPLETE FOR THIS SCHOOL AND TEST. Next, click SUBMIT TO SYSTEM.

## School/Group List, Sample

TDOE • SCHOOL GROUP LISTS (SGL)

Page 1 of 1

[Index](#) [Need Help?](#)

[Communications Management](#) [Materials Management](#) [Processing Management](#) [Reporting Management](#)

Hello, [ Update User Information ] [ Log Off ]

State Administrator Access

Change Site View to:

Search All

Go

### SCHOOL GROUP LISTS (SGL)

System Name:

Select a test:

Select a school:

Select a content area:

Contact Information

Contact Name:

E-Mail:

Phone Number:

Content Area	Status

**GENERAL INSTRUCTIONS:**

Use one School/Group List per content area

Every Group Information Sheet (GIS) completed by your school should have an identical entry on the lines below.

TDOE uses the School/Group List to double check that we have received all your groups of answer documents.

The Number of Answer Documents Returned includes the total of the Number of Students Testing and Number of Students Absent.

Use the tab key to navigate within the rows. Tabbing off a row will start a new record.

**ADDITIONAL INSTRUCTIONS:**

Teacher Name: Please spell first and last names EXACTLY as bubbled on Group Information Sheet (GIS).

Class Period: As it appears on the form

Number Students Testing: The Number as marked on GIS

Number Students Absent: The Number as marked on GIS

Number Answer documents returned (Total Testing and Absent count) \*NOTE This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.

Comment: Use mouse to place cursor in comment box for input, press Tab to move to next row.

	Teacher Last Name (Note: Only 15 characters allowed)	Teacher First Name (Note: Only 10 characters allowed)	Class Period	Number Students Testing	Number Students Absent	Number Answer Documents Returned	Comment
*			--				

☐ School **did not test** in this content area

☒ I confirm that all the information above is **complete** for the school/test/content area

Print

Exit



## Return Procedures

### Guidelines for Handling RI/Breach Materials

1. See Section VI, Administration Anomalies and Forms on page 61, for information regarding appropriate use and handling of RI/Breach forms.
2. Note the action taken on the top copy of the Breach form. Be sure to sign the top copy.
3. If there are RI/Breach issues involving nullification or voids, **DO NOT WRITE VOID OR NULLIFY ON ANY ANSWER DOCUMENT!**
4. Report RI/Breach descriptions at <https://tdoe.randasolutions.com>.
5. Place original copies of the Breach form in the Breach Envelope. Make a copy of the Breach form for system use. Be sure to include the AYP Demographic Review and any Medical Exemption Requests.
6. Priority Mail the Breach Envelope to:                      or                      FedEx to:  

<b>Achievement Program</b> <b>Tennessee Department of Education</b> <b>Assessment, Evaluation, and</b> <b>Research Division</b> <b>TPS Complex–Hardison Building</b> <b>1252 Foster Avenue</b> <b>Nashville, TN 37243</b>	<b>Achievement Program</b> <b>Tennessee Department of Education</b> <b>Assessment, Evaluation, and</b> <b>Research Division</b> <b>TPS Complex–Hardison Building</b> <b>1252 Foster Avenue</b> <b>Nashville, TN 37210</b>
---	---
7. Do not send Breach Envelopes with test materials. Return unused envelopes with other unused materials. If your system has no Breaches to report, return by regular mail the **System** AYP Demographic Review form and Medical Exemption Requests in Breach Envelope.

## Processing Definitions

- Process Normally – Test will be scanned and included in all reports as if no incident occurred.
- Nullify – Test will be scanned but will show on reports as “nullify” for affected subtest(s). Score will not reflect on system data.
- Void – Test will not be scanned, and no record of test will exist. This is rarely done, since it provides no record of the student’s opportunity to test.

**NOTE: Any Breach of Testing Security Report forms submitted to the System Testing Coordinator should be returned to Assessment, Evaluation, and Research Division in the Breach Envelope.**

### Preparing for Shipment

**Notice: Return all answer documents in white boxes within 3 business days of completion of testing.** Remaining materials must be returned 5 business days after testing is completed. The System Testing Coordinator is responsible for arranging test materials pickup **by the same company** that delivered them. Contact Assessment, Evaluation, and Research Division at (615) 741-0720 if there are any problems with packing materials or arranging for pickup.

- ☐ 1. Locate the return address labels, which were packed in Box #1 of each school's test materials.
- ☐ 2. **Do not remove identifying labels from any boxes.**
- ☐ 3. Assemble white boxes marked "Answer documents only" to return the used grades K–2 test books and grades 3–8 answer documents.
- ☐ 4. Assemble the used test materials to be returned in the white boxes in the following order:
  - A) Box 1 should contain (from top to bottom)
    - (1) Shipping Order form
    - (2) A printed copy of the online School/Group List(s)
    - (3) answer documents paper-banded under appropriate Group Information Sheet (GIS) (including K–2 test booklets), as space permits
    - (4) Home School envelope (not provided) containing Home School answer documents
  - B) Remaining white boxes should contain the remaining answer documents paper-banded under appropriate GIS
- ☐ 5. Braille and Large Print (including Braille audio) test materials should be placed in the white boxes with other answer documents (the **transcribed** answer document is placed under the appropriate GIS).
- ☐ 6. Home School answer documents should be placed in the Home School envelope. All other Home School test materials should be placed in the brown box in which they were originally received.
- ☐ 7. ALL remaining materials:
  - (a) copy of Shipping Order form
  - (b) paper-banded Inactive Test Materials
  - (c) used test booklets (grades 3–8), paper-banded by grade
  - (d) unused test materials
  - (e) ancillary materials
 should be placed in the brown boxes in which they were originally received
- ☐ 8. Pack all used, unused, and ancillary materials **by school**, in the brown boxes in which they were originally received (excluding answer documents returned in white boxes).
  - A) if the original shipment boxes cannot be reused, or if additional boxes are used
    - (1) print "TCAP Achievement" in lower left corner on the top of the new box
    - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box and on one side of the new box, as illustrated below
  - B) if the original total box count number has increased or decreased
    - (1) correct the total box count on the label in the lower right corner of the box
    - (2) notify Assessment, Evaluation, and Research Division if additional UPS Return Service (RS) labels are needed
  - C) count white boxes separately by school

TOP OF BOX

School Name
School #
Box _____ of _____

1 SIDE OF BOX

School Name
School #
Box _____ of _____

**EXAMPLE:** School System ABC with two schools, LMNOP and XYZ

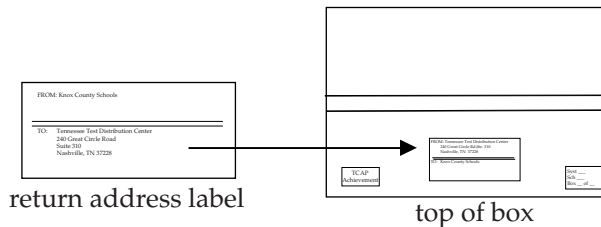
ABC received 1 Central Office box; LMNOP received 35 brown boxes of test materials with 15 white boxes (flat); and XYZ received 20 brown boxes of test materials with 10 white boxes (flat).

After testing: LMNOP has 13 white answer document boxes, 1 brown Braille box, and 1 brown Home School box; they are numbered 1 of 15, 2 of 15, etc. Additionally, LMNOP used 20 brown boxes for the remaining test materials; they are numbered 1 of 20, 2 of 20, etc. XYZ has 9 white answer document boxes, 1 brown Large Print box, and 1 brown homebound box; they are numbered 1 of 11, 2 of 11, etc. In addition, XYZ has used 18 brown boxes for the remaining test materials; they are numbered 1 of 18, 2 of 18, etc.

Within 3 business days after testing is completed, ABC returns the 22 white boxes with the Braille, Large Print, Home School, and homebound boxes via the same carrier that delivered them. The boxes are numbered 1 of 30, 2 of 30, 3 of 30, etc. Within 5 business days after testing is completed, ABC returns the remaining 38 brown boxes of test materials via the same carrier that delivered them. The boxes are numbered 1 of 38, 2 of 38, 3 of 38, etc.

Each box will have two sets of numbers—one for the school, 1 of 11, and one for the system, 1 of 30.

- ☐ 9. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ☐ 10. On the original brown boxes and accompanying white boxes, affix the white return address label directly on top of the yellow address label. **Use shipping labels on white boxes first when returning materials.**



Tennessee Test Distribution Center  
240 Great Circle Road  
Suite 310  
Nashville, TN 37228

- ☐ 11. Seal all boxes per system instructions.
- ☐ 12. Store materials in a dry, secure location until pickup.
- ☐ 13. Shipping instructions and materials for return to the Tennessee Test Distribution Center were included with shipment of test materials.
  - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions."
  - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions."
- ☐ 14. Carefully follow the return shipping instructions.



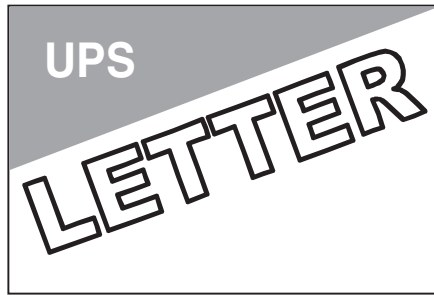
### **R&L Carriers Return Instructions**

After test materials are packed:

- ☐ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact Assessment, Evaluation, and Research Division at (615) 741-0720.
- ☐ 2. Ensure Bill of Lading is for the assessment materials being returned.
- ☐ 3. If late order materials arrived via UPS, return those materials with this shipment.
- ☐ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.
- ☐ 5. Call R&L Carriers to arrange pickup of test materials.
  - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
  - B) arrange date, time, and location for pickup
- ☐ 6. Shipping is prepaid; no local charges should be incurred.
- ☐ 7. If a shipping invoice is received, notify Assessment, Evaluation, and Research Division.
- ☐ 8. Ensure system personnel are present to supervise pickup.
- ☐ 9. If pickup has not been made within five (5) days, contact Assessment, Evaluation, and Research.

### **R&L Carriers Contact Numbers**

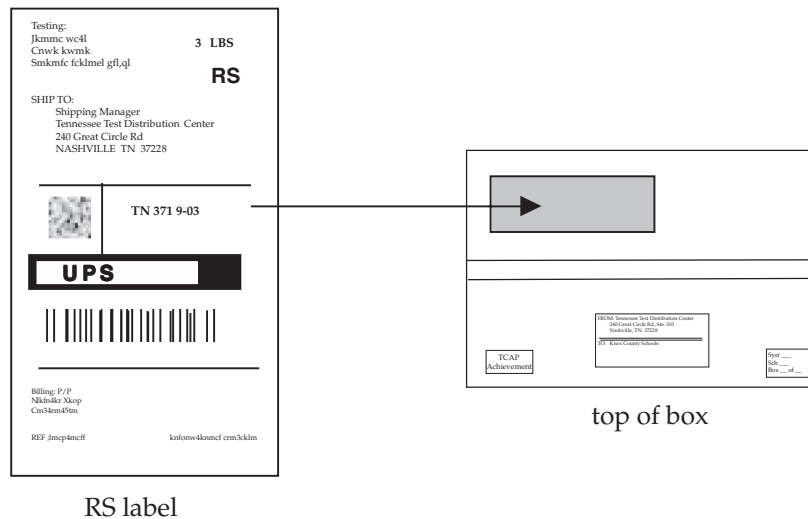
- For Giles, Lawrence, Lincoln, or Wayne Counties: Call 1 (800) 298-8116
- For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties: Call 1 (800) 242-2147
- For Benton, Carroll, Chester, Crockett, Decatur, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties: Call 1 (800) 242-8596
- For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties: Call 1 (800) 242-2146
- For Bledsoe, Bradley, Coffee, Hamilton, Marion, McMinn, Meigs, Monroe, Moore, Polk, Rhea, or Sequatchie Counties: Call 1 (800) 448-1043



### UPS Return Instructions

After test materials are packed:

- ☐ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled “Box #1 Central Office,” located in a packet labeled “Return Instructions.” If additional labels are needed, contact Assessment, Evaluation, and Research Division at (615) 741-0720.
  - A) ensure the RS labels are for the assessment materials being returned
  - B) the weight on the return label must match the weight on the delivery label



- ☐ 2. Affix an RS label to each box.  
Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).
- ☐ 3. If UPS does not stop daily at the system office, call the Materials Manager at (615) 741-0720 to schedule a pickup.
  - A) the driver will not pick up boxes unless the RS labels are affixed
  - B) UPS may request the tracking number, which is printed on the RS label
  - C) the tracking number begins with “1Z...” and is printed on each RS (Do not use the tracking number on the original delivery label.)
- ☐ 4. Ensure system personnel who coordinate UPS pickups are notified test materials are ready for pickup, the number of boxes, and where the materials are located.
- ☐ 5. If pickup has not been made within five (5) days, contact Assessment, Evaluation, and Research Division.

## SECTION VI: ADMINISTRATION ANOMALIES AND FORMS

### Make-Up Testing

Plans should be made to allow all students to make up any tests/subtests not attempted during the regular test session. Make-ups must be administered within the State testing window.

#### Before Testing

- ☐ 1. Plan a school make-up testing schedule within the State test administration timeframe.
- ☐ 2. Identify and contact students who need to make up a test(s)/subtest(s).
- ☐ 3. Schedule students who need to make up a test(s)/subtest(s).
- ☐ 4. Gather materials needed to administer the test (e.g., test booklet, answer document, *Teacher Directions*).

#### During Testing

- ☐ 1. Establish a quiet, secure place for the administration of the make-up test(s)/subtest(s).
- ☐ 2. Code or help students code the Student Accountability Demographic Information on the test books or answer documents, according to instructions in this manual.
- ☐ 3. Ensure that students who begin testing before their absence complete testing using the same test booklet/version and answer document.
- ☐ 4. Administer the test/subtest adhering to test directions and time limits defined in this manual.

#### After Testing

- ☐ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
- ☐ 2. Coordinate with the Building Testing Coordinator for appropriate **placement** of the make-up test materials within other used answer documents and materials.
  - A) Ensure that all absent students (grades 3–8) who have not taken **ANY** part of the test have the ABSENT circle darkened on their answer document. Place the answer document(s) under the appropriate Group Information Sheet (GIS).
  - B) Ensure that the darkened ABSENT circle on the answer document is erased completely for all students (grades 3–8) who **have** taken **ANY** makeup tests. Place the answer documents under the appropriate Group Information Sheet (GIS).
  - C) If students **who have taken a make-up test used a new answer document** and also have an answer document with the ABSENT circle darkened, remove the answer document that **does not contain responses** and place it under an Inactive Test Material form with the appropriate incident type checked. Be sure that no student has **two answer documents to be scanned and scored**.

## Adequate Yearly Progress Demographic Review, Sample

### Adequate Yearly Progress Demographic Review

System: \_\_\_\_\_ System #: \_\_\_\_\_

School: \_\_\_\_\_ School #: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

#### ***School Level Completion***

I/We have reviewed all student data on the Student Accountability Demographic Sheets from our school. To the best of our knowledge the data is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

Building Testing Coordinator: \_\_\_\_\_  
*Signature*

Date: \_\_\_\_\_

#### ***System Level Completion***

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

System Testing Coordinator: \_\_\_\_\_  
*Signature*

Date: \_\_\_\_\_

Each school administering a TCAP Assessment must complete and sign this form and submit to the System Testing Coordinator.

The System Testing Coordinator should sign and submit **ONE** form for the system in the **Breach Envelope** to the appropriate Program Manager in the Assessment, Evaluation, and Research Division.



## Medical Exemption Request, Sample

### Medical Exemption Request

System: \_\_\_\_\_ System #: \_\_\_\_\_

School: \_\_\_\_\_ School #: \_\_\_\_\_

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

#### ***School Level Completion***

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student Name: \_\_\_\_\_

Student SSN: \_\_\_\_\_ Student DOB: \_\_\_\_\_ Student Grade: \_\_\_\_\_

Teacher Name/Header Information: \_\_\_\_\_

School Test Dates: \_\_\_\_\_

Student Absent Dates: \_\_\_\_\_

Explanation of Emergency (Include name of hospital):  
\_\_\_\_\_  
\_\_\_\_\_

Building Testing Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature*

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

#### ***System Level Completion***

I have verified with the Building Testing Coordinator that the above student was absent during the TCAP Assessment marked above for documented medical reasons. Please exclude him/her from our student count for participation rate calculations.

System Level Testing Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature*

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Complete this form for **each** student absent for documented medical reasons. Attach copies of supporting documentation. **DO NOT send student answer documents with this form.**

Submit the form in the **RI/Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Requests are subject to approval by the Tennessee Department of Education.

## Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** Other circumstances may require an Inactive Test Material (ITM).

If the school has no RI issues to report, do not complete an RI form.

Sample Circumstances	Action	Recommendation
Incorrect subtest taken	<b>Complete RI</b>	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	<b>Complete RI</b>	Nullify
Student left with parent/guardian during testing session	<b>Complete RI</b>	Process Normally
Student refused to take test, Test Administrator ensured completion of demographics	<b>Complete RI</b>	Process Normally
School was dismissed during testing due to inclement weather	<b>Complete RI</b>	Process Normally
Student erased holes in answer document, answers were transcribed to another answer document	<b>Complete ITM</b> RI is not required	
Flu epidemic during testing caused large numbers of absences	<b>Process Normally</b> RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	<b>Process Normally</b> RI is not required	
Student made random responses or drew on test	<b>Process Normally</b> RI is not required	
Student upset about external events	<b>Process Normally</b> RI is not required	
Student left glasses at home	<b>Process Normally</b> RI is not required	
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies the Achievement Program Manager for instructions	

### ☐ Test Administrator Responsibilities

- ☐ do not write comments on answer documents
- ☐ record irregularities and make sure each section is completed
- ☐ list names and Social Security Numbers of all affected students
- ☐ submit the completed RI form(s) to the Building Testing Coordinator; **do not attach related answer document(s)**

### ☐ Building Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ verify appropriate use; enter RI information on TCAP Reports website
- ☐ keep RI for school use; do not send to the state


### ☐ System Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ review RI information online, make recommendation, approve, and submit

### ☐ Instructions for the **new** RI website are available separately. The website is <https://tdoe.randasolutions.com>

# Report of Irregularity, Sample

Keep paper copy for school/district records. Do not send paper copies to state.



**TENNESSEE  
DEPARTMENT  
OF EDUCATION**

[Index](#)   [Need Help?](#)

Communications  
Management

Materials  
Management

Processing  
Management

Reporting  
Management

Hello, [ Update User Information ] [ Log Off ]

State Administrator Access

Change Site View to:

---

**TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY (RI)**

RI Serial #

Test: Achievement

Grade: -- Select --

Content Area / Subtest:

This form is to be used only if one of the following irregularities occurred. For other significant circumstances, use a Report of Irregular Testing Conditions. Please mark all that apply below:

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report
- ☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
- ☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest
- ☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made
- ☐ F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions
- ☐ G. Improper test modifications/accommodations were used
- ☐ H. Breach of Security
- ☐ I. Medical Exemption Request
- ☐ J. Other reasons. Please specify

System Name:

Teacher Info (as on the Group Information Sheet):

School Name:

Incident Date:

Last Name:

First Name:

**Student Info**

Student SS #	Unique ID	Last Name	First Name	Middle Name	
<div style="display: flex;"> <div style="width: 60%;"> <p>Last Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>First Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>Middle Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>Student SS #: <input style="width: 100%;" type="text"/></p> <p>Student Unique ID: <input style="width: 100%;" type="text"/></p> </div> <div style="width: 40%; text-align: center;"> <p><input type="button" value="Add Student to List &gt;&gt;"/></p> <p>Document the occurrence</p> <p><input style="width: 100%;" type="text"/></p> <p><b>SYSTEM TESTING COORDINATOR RECOMMENDATION</b></p> <p>Check recommendation below for Assessment, Evaluation, and Research review.</p> <p>Coordinators comments:</p> <p><input style="width: 100%;" type="text"/></p> <p> <input type="radio"/> Process Normally                 <input type="radio"/> Nullify                 <input type="radio"/> Void             </p> <p>STATE NOTES</p> <p>State comments:</p> <p><input style="width: 100%;" type="text"/></p> <p> <input type="radio"/> Process Normally                 <input type="radio"/> Nullify                 <input type="radio"/> Void             </p> </div> </div>					

## Inactive Test Material (ITM)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper-banded separately from other test materials. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (these materials must accompany the transcribed answer documents in the white boxes; place the **transcribed** answer documents under the appropriate Group Information Sheet [GIS])
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions)
- Unused, precoded Student Group Lists and GISs (place them with used test materials)



### Test Administrator Responsibilities

- do not write comments on answer documents
- identify any answer documents or test booklets to be included under ITM
- notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- complete ITM, **sign**, and paper-band with any affected answer documents or test materials
- use only paper for bands (sentence strips work well)
- return paper-banded ITM to Building Testing Coordinator



### Building Testing Coordinator Responsibilities

- do not write comments on answer documents
- ensure materials under ITM are those documented on the form
- verify use of form corresponds to allowed reasons only
- **sign** completed forms
- **ensure that damaged/contaminated documents are transcribed to a clean answer document, which is placed under the appropriate GIS (contact the state for instructions about the handling of contaminated answer documents).**
- ensure that any duplicate document(s) under an ITM has a corresponding document under the appropriate GIS
- ensure only paper has been used for bands (sentence strips work well)
- pack and return paper-banded ITM to System Testing Coordinator per instructions



### System Testing Coordinator Responsibilities

- do not write comments on answer documents
- review ITM for appropriate use, accurate completion, and **sign**
- make a copy for system use
- confirm that damaged/contaminated documents were transcribed and that an ITM form was completed
- destroy contaminated documents and note on ITM that they were destroyed
- return paper-banded ITM per specific test instructions

# Inactive Test Material, Sample



## TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM INACTIVE TEST MATERIAL

System Name \_\_\_\_\_ No. \_\_\_\_\_ School Name \_\_\_\_\_ No. \_\_\_\_\_

Test \_\_\_\_\_ Grade/Content \_\_\_\_\_ Test Administrator \_\_\_\_\_

**Complete one form for each incident type per grade/content area.**

This form is to be used **only** if the listed incidents occurred.

- ☐ A pre-coded answer document for a student no longer enrolled is under this form.
- ☐ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ☐ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ☐ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator. By signing below, you attest that the contaminated answer document was destroyed.
- ☐ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

Number of Documents paper banded under this form: \_\_\_\_\_

Student Name(s) and Student Unique Identification Number(s): \_\_\_\_\_

<b>TEST ADMINISTRATOR:</b>	Place this completed form on top of the related test material, <u>paper band</u> and return to the Building Testing Coordinator. <b>Signature</b>	_____ <b>Test Administrator's</b>
<b>BUILDING TESTING COORDINATOR:</b>	Return this form and materials to the System Testing Coordinator.  <b>Signature</b>	_____ <b>Building Testing Coordinator's</b>
<b>SYSTEM TESTING COORDINATOR:</b>	Make a copy of this form for system use. Return the form and materials per instructions in the <i>Test Administration Manual</i> . <b>Signature</b>	_____ <b>System Testing Coordinator's</b>
		_____ <b>System Testing Coordinator's Phone Number</b>

**Do NOT place the following under this form:**

- ∞ Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- ∞ Used writing prompts or directions (Place them with used test materials.)
- ∞ Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- ∞ Unused, pre-coded GISs (Place them with used test materials.)

## SECTION VII: TROUBLESHOOTING

<i>If this happens...</i>	<i>Do this:</i>
Test materials do not arrive by the specified date.	Contact Assessment, Evaluation, and Research Division at (615) 741-0720.
Inadequate quantities of test materials or ancillary materials are received.	Contact Assessment, Evaluation, and Research Division. Document any shortages on your copy of the Shipping Order form.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact Assessment, Evaluation, and Research Division.
Test materials are defective or damaged.	Contact Assessment, Evaluation, and Research Division immediately if there is a need for additional test materials. Return defective test materials separately per instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. STC supplies materials from central office box. If the quantity of materials is still insufficient, the System Testing Coordinator should contact Assessment, Evaluation, and Research Division.
One or more test books and/or K–2 <i>Teacher Directions</i> are not accounted for after test administration.	Contact test administrators to see if the missing materials can be located. Document the shortage on the Shipping Order Form and complete a <b>Breach of Testing Security Report</b> form.
Not all <b>used</b> 3–8 answer documents or K–2 test booklets are accounted for after test administration.	Check test books first to see if any answer documents were placed inside them. If answer documents are not found, contact the test administrator. Document the shortage on the Shipping Order Form and complete a <b>Breach of Testing Security Report</b> form.
<b>NOTE:</b> A completed <b>Breach of Testing Security Report</b> form must be returned to Assessment, Evaluation, and Research Division to explain any discrepancies on the Shipping Order form for test books and used K–8 answer documents not being returned. This form should be sent in the Breach Envelope to Assessment, Evaluation, and Research Division.	

## Achievement Program Contact Information

[tned.assessment@state.tn.us](mailto:tned.assessment@state.tn.us)

Assessment, Evaluation, and Research Division  
Tennessee Department of Education  
TPS Complex–Hardison Building  
1252 Foster Avenue  
Nashville, TN 37243  
615-741-0720

Note: If using U.S. mail, use 37243 as the ZIP code. If using UPS or FedEx, use 37210 as ZIP code.









Return these materials to the  
Tennessee Test Distribution Center.

**Pearson**  
2510 North Dodge Street  
Iowa City, IA 52245

**PEARSON**